

Calaveras Child Care Council

2015-2020 STRATEGIC PLAN

Calaveras



**Child Care
Council**

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Calaveras Child Care Council

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INTRODUCTION

The Calaveras Child Care Council (CCCC) comprises of consumers, service providers, public agencies, and other community representatives who work together to assess and coordinate the delivery of quality child care services and programs. The 2015 to 2020 Strategic Plan is the fourth work plan adopted by the Calaveras Child Care Council, and it represents on-going research, planning, and assessment. The Plan is anchored to three concepts:

- 1) the **mission** to “...support the development of affordable, accessible, quality child care, which promotes the success of all children, their families and the economy of our communities;”
- 2) the **vision** that Calaveras County has “...an inclusive, quality, affordable child care system that promotes healthy, successful children and youth;” and
- 3) eight **guiding principles**.

This Strategic Plan incorporates information, goals, and objectives from prior plans, for 2006 – 2015, as deemed appropriate by the current CCCC members and staff. The new plan includes many new objectives and one new goal or focus area regarding the promotion of early care and education. The order of the existing five focus areas has also been changed, and there are now four focus areas in the plan:

- A. Promote Child Care and Child Development
- B. Increase Affordability
- C. Expand Supply and Accessibility for All Children
- D. Develop Child Care Workforce

The plan covers a five-year period, 2015 to 2020, and it was prepared in 2015 with the assistance of CCCC members. Staff to the CCCC updated the document. A key aim of the plan is to recognize that the CCCC is a facilitator and serves as a collaborator to child care service providers, service agencies, non-profits, and other community groups. Objectives from the old plan were retained, eliminated or updated as recommended by the CCCC. The intents of this new plan are to provide direction and focus in the community on the four areas of interest and concern expressed in the Focus Areas, as well as to develop realistic strategies that address the goals and objectives laid out in the plan. A main consideration is the small size and rural nature of Calaveras County. The objectives and strategies discussed in the new plan continue to reflect this reality.

Background

This section provides readers with a general understanding of the Calaveras Child Care Council, how the CCCC was formed, and what it seeks to accomplish. It provides context and historical perspective for the planning process and a framework for readers who were not involved in creating the plan to better understand its contents.

The Child Care and Development Block Grant and the Title IV-A At Risk Child Care Program were enacted in 1990 by Congress under the Omnibus Reconciliation Act of 1990, Public Law 101-508. The purpose of the new federal child care programs was to increase the availability, affordability, and quality of child care throughout the United States. Administration of the Child Care and Development Block Grant within California was awarded to the California Department of Education by Governor Pete Wilson. In July 1991, the California Department of Education offered funding to each county to establish a local child care planning council with the purpose of developing countywide priorities for child care and development services needed by low income families.

The current California State Budget crisis, 2008 – 2016, was unparalleled in the State’s history. Severe budget cuts took place across all departments, programs, and services and they were particularly felt by services for families and children. The proposed budget cuts changed daily, and when it was over, “nearly \$1 billion and over 100,000 subsidized spaces [were] lost” (California Child Care Resource and Referral Network, 2016).

In 2015, the State Legislature, recognized the need to strengthen the system and infused additional funding into various programs: State Preschool 12,016 slots; General Child Care 6,835 slots; Alternative Payment Programs 500 slots, 21st Century and ASES programs 23,828 slots, Regional Market Rate and Standard Reimbursement Rate increases, Transitional Kindergarten and State Preschool Professional Development, QRIS Block Grant funding for State Preschool programs and 71.5 positions for Community Care Licensing.

In 2016, the State Legislature infused more funding into various programs: State Preschool 9,033 slots, General Child Care 1,200 wrap around slots for half day preschool, Alternative Payment 6,800 slots, Regional Market Rate and Standard Reimbursement Rate increases, License-Exempt Provider Rate increase from 60% to 65% of licensed rate, Infant/Toddler QRIS, Resource and Referral Statewide Database.

In addition, “On November 19, 2014, President Obama signed the Child Care and Development Block Grant (CCDBG) Act of 2014 into law. This reauthorizes the child care program for the first time since 1996 and represents a historic re-envisioning of the Child Care and Development Fund (CCDF) program. The new law makes significant advancements by defining health and safety requirements for child care providers, outlining family-friendly eligibility policies, and ensuring parents and the general public

have transparent information about the child care choices available to them” (Office of Child Care, An Office of the Administration for Children & Families, 2014, <http://www.acf.hhs.gov/programs/occ/ccdf-reauthorization>) Next steps will be the development of proposed regulations and State Plans that are in response to the requirements.

Another major event in the early care and education field is the implementation of Quality Rating and Improvement Systems (QRIS) throughout the U.S. and in California. A QRIS is defined as “a method to assess, improve and communicate the level of quality in early care and education settings” (Mitchell, 2005, p.4). Recent reports indicate that 39 states have operating QRIS.

Much of the early work on California’s Quality Rating and Improvement System was completed by 17 Race to the Top Counties. These counties thoughtfully designed the California Race to the Top – Early Learning Challenge (TRR-ELC) Quality Continuum Framework. This Framework is utilized throughout California as more and more counties design local QRIS. Calaveras County will be tasked to develop a QRIS consortium and begin to learn, plan and coordinate efforts for a local quality improvement system.

Calaveras Child Care Council

In the early 1990s, the Calaveras County Local Child Care Planning Council was established to develop local priorities for child care through the federal Child Care and Development Block Grant (CCDBG). The CCCC was informal and met only on an “as needed” basis. In July of 1994, and for three consecutive years thereafter, the CCCC received a small grant to support local priorities and activities as they relate to child care.

Since July 1994, the CCCC has been meeting on a regular basis. In 1995, the CCCC became an *ad hoc* committee (and then a regular committee) of the Calaveras Alliance for Children. In August of 1997, AB 1542 was passed, and the law mandated that each county in California establish a formal Local Child Care Planning Council. The new law mandated the involvement of both the County Board of Supervisors and the County Superintendent of Schools. More specific responsibilities and mandates were added to the law as part of the legislation creating California’s response to federal welfare reform (CalWORKs), and additional funding sources were identified. In 1999, the Legislature and Governor were convinced that Local Child Care Planning Councils had become an important part of the local government infrastructure at the county level and that they should be provided with stable, ongoing funding.

The Calaveras Local Child Care Planning Council, now named the Calaveras Child Care Council (CCCC), moved forward to meet the demands of AB 1542. The primary mission of LPC’s in California is to plan for child care and development services based on the needs of all families in the local community. LPC’s are further expected to provide a forum to address the child care needs of all families in the community for all types of child care, both subsidized and unsubsidized.

The CCCC continues to determine local community child care needs through the development of a Needs Assessment conducted every five years and a correlated countywide child care strategic plan. The CCCC plays a key role in developing affordable, accessible, quality child care for families in Calaveras County. The Calaveras Child Care Council meets on the third Tuesday of each month, alternating meeting locations between San Andreas and Angels Camp.

Mission, Vision, Guiding Principles

The Strategic Plan is rooted in the mission, vision, and guiding principles of the CCCC. The *mission* articulates the fundamental purpose for the CCCC to exist; the *vision* provides a broad description of the kind of future the CCCC is trying to create; and the *guiding principles* are the core values and beliefs that guide all activities of the organization. When used together, these principles provide direction and give meaning to all of the work necessary to make the organization flourish.

Mission Statement

The Calaveras Child Care Council supports the development of affordable, accessible, quality child care which promotes the success of all children, their families, and the economy of our communities

Vision Statement

We envision an inclusive, quality, affordable child care system that promotes healthy, successful children and youth.

Guiding Principles

- ★ To be a well informed Local Child Care Planning Council that values teamwork, professionalism, accountability, diversity, personal and professional development, commitment and dedication, innovation and leadership.
- ★ To respect and value the dignity, worth, and uniqueness of each individual child and family.
- ★ To focus the public's attention on the rights and needs of children.
- ★ To bring into active collaboration all individuals and groups concerned with children.
- ★ To promote a well qualified, well compensated core of child care and education professionals who care for children.
- ★ To encourage continuous professional growth of child care and education providers.
- ★ To commit to a high-quality child care and education system that includes best practices, inclusion, diversity, parent involvement, and optional environments.
- ★ To establish resources to help all parents access quality child care.

Stakeholders

Although the membership of the CCCC provides a strong foundation of knowledge and expertise, the CCCC wanted even more involvement and representation during the planning process and beyond to ensure that a thorough and thoughtful plan was developed and implemented. Two of the key steps in the planning process were identifying who stakeholders were and determining the best means of involving them.

For the purposes of this planning effort, a stakeholder is *any person or group who is directly served by the results of the Strategic Plan or who has a vested interest in the outcomes of the planning process*. The five key stakeholder groups and the three key roles the groups play are shown below.

Five Key Stakeholder Groups	Three Key Roles
<ul style="list-style-type: none"> ★ Child care providers ★ Parents/guardians and their children ★ Local organizations (The Resource Connection; First 5 Calaveras; Health and Human Services Agencies) ★ Board of Supervisors and local government ★ County Office of Education and local school districts 	<ul style="list-style-type: none"> ★ Review and React to Strategic Assessment. At various points, review, react, and provide feedback on objectives, strategies, priorities, partners, etc. ★ Coordinate with Other Planning Efforts. Review the strategic plan’s goals, objectives, and strategies to identify similarities and opportunities for leveraging efforts and resources. ★ Support, Promote, and Participate in Implementing Strategic Plan. Actively contribute to the implementation of the strategic plan through committing staff and financial resources for the purpose and to the changing of policies/procedures at local, regional, or state levels.

PLANNING PROCESS, GOALS, AND OBJECTIVES

A series of committee meetings was used to create the Calaveras Child Care Council's original 2016 to 2020 Strategic Plan, building on the existing plan. A summary of the planning process is captured here so future readers/CCCC members can understand the objectives of planning, how the plan was created, the level of participation, and the various considerations and thought processes that went into the final strategic plan document.

Creation of the Strategic Plan

The CCCC identified two primary objectives of the planning process: 1) to produce a strong **strategic plan** for child care and development in Calaveras County; and 2) to create a specific **implementation plan** for carrying out the choices made in the strategic plan, documenting precisely where and when to start executing the strategies.

The planning process consisted of three major phases: Needs Assessment, Strategic Assessment, and Implementation Plan.

Needs Assessment

The State mandates that each Local Planning Council prepare a Child Care Needs Assessment every five years. These needs assessments estimate the need for child care compared to the supply of child care, document a wealth of data on the status of children and families, and also compile data on special populations of children. This phase involves a systematic look at the major needs and assets within the community related to child care. The information gathered and reported in the June 2014 Calaveras Child Care Needs Assessment Report provides the foundation for evaluating alternative future directions and making decisions about the strategies to be pursued.

Strategic Assessment

This phase involved a facilitated process to reach consensus within the Calaveras Child Care Council on the strategic direction to be taken by the CCCC—and to be promoted within the community as a whole—to enhance child care quality and access. This consensus was reached through committee meetings and input from attendance at the June 2015 CCCC Retreat. The purpose of this phase was to review the original answer to “where we are going” and the strategies to get there. The Strategic Assessment phase:

- ★ **Defined overall goals:** statements of desired change over the next five years.
- ★ **Defined intermediate objectives:** precise changes sought in the next one to three years.

- ★ **Developed strategies:** overall approaches or methods by which goals and objectives will be achieved.
- ★ **Defined strategic relationships:** the interconnected groups of parents, providers, business, government, and children and family services providers are key to the success of a long-range plan.

In the spring of 2016, the CCCC revisited and updated the goals, objectives, and strategies to be undertaken by the CCCC and the community for the next five years.

Implementation Plan

This phase created the specific action plan for implementing the strategic choices made in the previous stage. It involved determining where to start and who needed to do what by when in order to start executing the strategies. *The Implementation Plan is the tool that ensures that the strategic plan remains visible and viable.* For this reason, the Implementation Plan is contained in a separate companion document to this strategic plan and is to be updated annually.

Development of the Strategic Plan was an iterative process, meaning that each part of the plan was built on work conducted in the previous step. Each step was documented, and the draft strategic plan updated to include work products that the CCCC had affirmed and approved.

Focus Areas, Goals, and Objectives

The Strategic Plan is divided into four Focus Areas. Each Focus Area has an overarching goal that relates to its topic name. The four Focus Areas are:

- A. Promote Child Care and Child Development
- B. Increase Affordability
- C. Expand Supply and Accessibility for All Children
- D. Develop Child Care Workforce

These four areas relate to the mission, vision, and guiding principles of the CCCC and represent its core aspiration and mandate.

Each Focus Area has a number of objectives that relate to each goal based on the current conditions in the County and the interests of the current CCCC members. These objectives evolve over time as tasks are accomplished or the situation in Calaveras County changes.

Objectives are more focused statements of goals related to the overarching goal statement for each Focus Area. There can be several objectives that achieve the mandate of a goal statement. Next, a series of strategies to implement each objective were identified and adopted by the CCCC. These are discussed further below.

Strategies for Achieving Goals and Objectives

Strategies identify the specific programs, services, and projects to be pursued in order to achieve each objective. The intent is for this plan to serve as a comprehensive strategic plan for optimizing the child care system and providing necessary links to coordinate the activities of many different organizations, thereby enhancing child care services and increasing the quality of life for children and their families throughout the County. To support this outcome, each strategy has a set of **partners** that identify the organizations that are best positioned to work together in successfully implementing the strategy. These partnerships relate to how the entire system of public agencies and community organizations must work together in order to achieve the goals and objectives described in this plan.

The tables in each Focus Area chapter are organized according to the goals and objectives of their respective Focus Area. For each objective, the plan identifies the intended strategies, community partners to involve in each strategy, possible costs, and available resources for implementation. The list of partners is not meant to exclude any individuals or organizations that can contribute to the success of the strategies, but rather to serve as a starting point. Additional partners will be openly sought as strategies are being funded and implemented. In addition, the strategies may be supplemented over time as opportunities arise over the course of implementing the plan. There may be additional strategies adopted by the CCCC through the annual review process.

Evaluation Process

Regular evaluation of a strategic plan is necessary to ensure that a plan continues to have meaning and value for a community, that its impact is measured, and that any necessary “course corrections” to the plan are made in a timely manner. To this end, the CCCC discussed the evaluation process, including types of data to be used (qualitative and quantitative), where data can be found, the frequency of review(s), and what will be done with the information learned as a result of the evaluation process.

The “2010-2015 Calaveras Child Care Council Strategic Plan” was reviewed on an annual basis, and the 2015 to 2020 Strategic Plan will be reviewed annually as well, resulting in a summary report issued to key community stakeholders. The CCCC will continue to review the Strategic Plan on an annual basis and evaluate the work completed and its relevancy at the annual CCCC retreat held in June each year. At the annual retreat,

strategies are initiated, postponed, modified, or deleted resulting in the updated 12-month Implementation Plan. The CCCC will also inform the County Board of Supervisors and the County Superintendent of Schools to report on progress made during the previous year and any implications for the County. In these ways, the knowledge learned as a result of carrying out the Strategic Plan can benefit the entire community year after year.

Goal Statements

The following represent the four main goals developed as part of this Strategic Plan. Each Focus Area has its own overarching goal statement. Each subsequent chapter is devoted to one Focus Area, and objectives and strategies for each goal statement are presented therein, along with other useful information concerning the focus area.

Table 1
Calaveras Child Care Council Goal Statements
 Child Care Strategic Plan 2015-2020

Focus Area - Definitions	Goal Statements
A. PROMOTE CHILD CARE AND CHILD DEVELOPMENT	
Covers child care, early education, infant, preschool and school age child care and all 0-12 issues related to child care and education, quality, development, play, socialization, etc.	Goal A: Through increased awareness and education, the community will value and support child care and development, and early care and education.
B. INCREASE AFFORDABILITY	
Covers all aspects of costs to families, subsidized child care, income issues, and providers' viability.	Goal B: All parents and guardians can afford access to quality child care.
C. EXPAND SUPPLY AND ACCESSIBILITY FOR ALL CHILDREN	
Includes all aspects of supply of child care, demand for child care (key focus on the Needs Assessment), access to child care for families, location of child care, types of child care relative to need, and child care by age. Also includes unique populations and children with special needs.	Goal C: The capacity and quality of child care in areas of priority will increase for all children, including those with unique needs.
D. DEVELOP CHILD CARE WORKFORCE	
Includes all issues related to providers, teachers, staff, administration, retention, compensation, education levels, quality issues and benefits.	Goal D: The supply of qualified teachers and staff in all child care environments will increase, with reduced turnover and adequate substitute staff.

FOCUS AREA A: PROMOTE CHILD CARE AND CHILD DEVELOPMENT

Promoting Child Care and Child Development is a Focus Area that was added in 2009, and its addition stemmed from input received from the CCCC and child care partners. This Focus Area's main purposes are outreach and education and developing more formal relationships in the community. This focus area encompasses the old Focus Area B: Extensive Use of Untrained Caregivers, which had a narrower focus.

Child Care and Child Development encompass the educational needs, development needs, and the child care needs of children 0 to 5. Child Care and Child Development recognize the interrelationship between fulfilling the needs of child care families and providing for the developmental and educational needs of young children. Studies show over and over the benefits of early care and education in the development of healthy and happy children who are ready to succeed in kindergarten and throughout their school years. There are economic development benefits of Child Care and Child Development as well. Child Care and Child Development allow parents to go to work and keep "Calaveras County Working". Child Care and Child Development is offered through a wide variety of providers in the County, some formal and some informal, some private and some public. Many people do not fully understand the important social, economic, and behavioral benefits of Child Care and Child Development. More outreach and communication are needed throughout Calaveras County to promote Child Care and Child Development fully to parents, business owners, and public decision-makers.

Current Needs and Conditions

The 2014 Needs Assessment discusses the economic benefits of Child Care and Child Development, which, like other economic infrastructures, builds the local economy and improves the quality of life in the County. Greater economic health reduces crime, enables individuals and families to live better and more fully, and increases governments' budgets to provide better services for residents and businesses. Public and private investments in early care and education infrastructure contribute to Calaveras County's overall productivity and economic competitiveness by:¹

- ★ Expanding local labor force participation by enabling people to work.
- ★ Contributing to increased output, greater personal income, more business formation, and higher revenues from local taxes.
- ★ Increasing productivity and retention of employees in businesses in the county.

¹ See "The Economic Impact of the Early Care and Education Industry in Amador and Calaveras Counties" (June 2008), prepared by The Insight Center for Community Economic Development, page 14.

- ★ Ensuring future public savings on social needs by lowering high school drop-out and crime rates and decreasing special education and welfare costs.
- ★ Cultivating Calaveras County's future workforce by improving the cognitive skills and emotional well being of children and by ensuring that they enter the traditional K-12 school system ready to learn.
- ★ Fueling local economic expansion with federal and State child care subsidies.
- ★ Improving the quality of life in Calaveras County.
- ★ Capturing more federal and State child care subsidies, which make early care and education more affordable for workers in Calaveras County.

A shortage of child care and child development opportunities for residents in rural Calaveras County limits economic prosperity. Investing in quality early care and education becomes a catalyst for the economic success of Calaveras County because:

- ★ Taxpayers benefit when costs for criminal justice, remedial education, unemployment, and welfare decline as a result of high-quality early care and education.
- ★ Communities benefit when high-quality early care and education enhances quality of life by improving outcomes for youth.
- ★ Children benefit because they enter the K-12 school system socially, emotionally, and academically prepared to continue learning.
- ★ Businesses benefit from the cultivation of the State's future workforce and their future employees.

The estimated value of annual gross receipts for the formal ECE industry in Calaveras County is \$6.2 million:

- ★ \$995,000 for licensed family child care homes;
- ★ \$662,000 for private, licensed for-profit, non-profit, and sectarian child care centers (excluding Early Childhood Programs and CDE-CDD funded programs);
- ★ \$404,000 for all child development programs funded by the California Department of Education;
- ★ \$2.4 million for Early Childhood Programs;
- ★ \$246,000 for license-exempt relative and in-home care providers receiving vouchers;
- ★ \$1.5 million license-exempt before- and after-school programs

The early care and education industry had 169 FTEs in Calaveras County in 2008. The number of FTEs in early care and education is 33% of the number of employees in construction, similar to the number of employees in finance and insurance on a percentage basis. There are more FTEs in early care and education in Calaveras County than there are workers in legal services (95 jobs), offices of dentists (72 jobs), and commercial banking (30 jobs).

Goals, Objectives and Strategies

Focus Area A has four main objectives, listed on the left of the table, to implement the overall goal, which is stated at the top of the table. Potential stakeholders and partners for each objective are listed on the right.

Table 2

Focus Area A. Objectives and Potential Stakeholders

Child Care Strategic Plan 2015-2020

A. PROMOTE CHILD CARE AND CHILD DEVELOPMENT

Focus Area – Goal & Objective	Broad List of Potential Stakeholders, Organizations, and Agencies
<p>Goal A: Through increased awareness and education the community will value and support child care, child development and early care and education.</p>	<p>Note: Potential lead agencies and other community stakeholders that could take the project on as their own work directly with the CCCC on the objective are listed first.</p>
<p>Objective A.1: Increase parents, guardians, and community awareness of the benefits of child care and child development through media and direct outreach.</p>	<p>The Resource Connection Child Care Resource and Referral; Calaveras Child Care Council; Calaveras County Health and Human Services Agency; The Resource Connection Head Start and Early Head Start; Calaveras County of Office of Education – Building Bridges, Extended Day, Special Education; Calaveras Unified School District – Growing Together, After School Age Care; Private Child Care Centers and Family Child Care Providers, First 5 Calaveras, Vallecito Union School District, Mark Twain Elementary School District, Calaveras business associations, Calaveras County Health and Human Services Agency, all children’s services agencies, nonprofits, and community organizations in the County.</p>
<p>Objective A.2: Promote and connect child care with economic growth and development, and add child care policies to the General Plan of the County.</p>	
<p>Objective A.3: Recognize value and support the roles provided by family, friends, and neighbors in child care throughout the County.</p>	
<p>Objective A.4: Expand the CCCC’s role as a facilitator on child care issues in the community through partnerships with existing public agencies, nonprofits, and other community organizations.</p>	

Table A-1
Objective A-1 Strategies, Outcomes and Stakeholders

FOCUS AREA A: PROMOTE CHILD CARE AND CHILD DEVELOPMENT	
Goal	Objective
Goal A: Through increased awareness and education the community will value and support child care, child development and early care and education.	Objective A.1: Increase parents, guardians, and community awareness of the benefits of child care and child development through media and direct outreach.
<p>Strategies</p> <p>A.1-1 Working with child care stakeholders, conduct public outreach and media education about the public, social, and economic benefits of early care and education, on the quality of life and costs of providing public services throughout the life of a child.</p> <p>Outcomes:</p> <p>An increase in calls of interest to The Resource Connection Child Care Resource and Referral program, an increase in questions regarding quality and QRIS to all types of early care and education providers.</p> <p>Performance Measure:</p> <p>Higher rate of 0 to 12-year-old, who live in dual working or single parent households, in licensed and licensed exempt child care programs.</p> <p>Higher rate of 3 to 5-year-old participation in some form of preschool, school readiness or transitional kindergarten program.</p>	

Table A-2

Objective A-2 Strategies, Outcomes, and Stakeholders

FOCUS AREA A: PROMOTE CHILD CARE AND CHILD DEVELOPMENT	
Goal	Objective
Goal A: Through increased awareness and education the community will value and support child care, child development and early care and education.	Objective A.2: Promote and connect child care with economic growth and development, and add child care policies to the General Plan of the County.
Strategies	
A.2-1	Continue to utilize knowledge and experience from the Constructing Connections project, advocate for the inclusion of child care, early care and education facilities within and as part of all new development projects to mitigate the impact of the project on the need for child care facilities.
A.2-2	Partner with planners in the County to add child care policies to the housing, land use, transportation, economic development, and other elements of the County General Plan.
A.2-3	Work to streamline the permit process for new child care facilities, including centers and family child care homes, educate landlords, property owners, fire clearance personnel and new city/county staff about the laws regarding family child care homes and benefits of policies that support early care and education.
Outcomes:	Goals and policies concerning child care, early care and education in the County’s General Plan as well as other local planning documents concerning growth and developments. Educated city/county staff on the policies, laws and strategic goals for early care and education.
Performance Measure:	Number of times child care and/or early care and education is mentioned in public planning documents. Reduced antidotal feedback from newly licensed family child care providers that they are receiving confusing or conflicting information from city/county departments.

Table A-3
 Objective A-3 Strategies, Outcomes, and Stakeholders

FOCUS AREA A: PROMOTE CHILD CARE AND CHILD DEVELOPMENT	
Goal	Objective
Goal A: Through increased awareness and education the community will value and support child care, child development and early care and education.	Objective A.3: Recognize value and support the roles provided by family, friends, and neighbors in child care throughout the County.
Strategies A.3-1	Identify public and private partnerships to create sustainable funding sources for The Resource Connection, Child Care Resource and Referral work with license-exempt care-givers.
A.3-2	Recognize the value and contribution of child care providers and ECE staff by requesting the adoption of a Provider Appreciation Day Resolution by the Board of Supervisors.
Outcomes:	An increase of the community’s child care fields’ acknowledgement of the important contributions to child care given by family, friends, and neighbors.
Performance Measure:	Not quantifiable

Table A-4
 Objective A-4 Strategies, Outcomes, and Stakeholders

FOCUS AREA A: PROMOTE CHILD CARE AND CHILD DEVELOPMENT	
Goal	Objective
Goal A: Through increased awareness and education the community will value and support child care, child development and early care and education.	Objective A.4: Expand the CCCC’s role as a facilitator on child care issues in the community through partnerships with existing public agencies, nonprofits, and other community organizations.
Strategies A.4-1	Communicate the role and identity of the Calaveras Child Care Council to public agencies, nonprofit organizations, and community groups that work with children and address children’s needs.
A.4-2	Through collaboration with child care partners and stakeholders, standardize the data collection process to develop more compatible and detailed data on children’s needs and status by age, location, and type of care.
Outcomes:	Better name recognition of the Calaveras Child Care Council and its role.
Performance Measure:	Not quantifiable

FOCUS AREA B: INCREASE AFFORDABILITY

Affordable child care is an important component of the well being of working families and their success. A family earning \$42,216 in Calaveras County could expect to spend 40% of their annual income on child care for one infant and one preschooler. For two-parent families, child care costs are about 20% of monthly income, on average. However, lower income families cannot afford market rate care and require subsidized care. One minimum wage earner in Calaveras County, without a child care subsidy, could expect to pay 42% of his/her income on full time care for a preschooler attending a child care center (2015 Child Care Portfolio, California Child Care Resource and Referral Network). Currently, there is a need for more subsidized child care for all age groups, 0 to 12 years old. There is also a need for assistance for families that earn too much to qualify for State or federally funded programs but can't afford market rate care. New endeavors and programs are needed to address the affordability issue and will require partnerships with employers, both public and private, public agencies, and non-profit organizations. New State and federal policies are also needed to address the chronic problem of child care affordability for working families.

Current Needs and Conditions

There are a variety of private and public child care providers in Calaveras County, and the cost of child care varies depending on the provider, age of child, and type of care. For example, Calaveras Unified School District provides very affordable school age and preschool care compared to other providers. However, the closure of an after school program in San Andreas has hampered the availability of school age care and prompted families to transfer jobs or schools, or find alternative arrangements. As in most communities, infant care is the most expensive form of child care due to the higher staff ratio requirements. Preschool is the most cost effective type of child care to provide, because it is often full-time care, five days a week. The majority of child care for children under 3 years of age in Calaveras County is provided at small FCCHs.

Average Costs of Care – Comparison between 2009 and 2014

AGE / TYPE OF CARE	NEEDS ASSESSMENT 2009 AVERAGES	REGIONAL MARKET RATES 2012	NEEDS ASSESSMENT 2014 AVERAGES	REGIONAL MARKET RATES 2015
INFANT / FAMILY CHILD CARE HOME	\$158	\$152	\$156	\$167
INFANT / PRIVATE CHILD CARE	\$213	\$223	\$233	\$249

CENTER				
PRESCHOOL / FAMILY CHILD CARE HOME	\$142	\$134	\$146	\$158
PRESCHOOL / PRIVATE CHILD CARE CENTER	\$133	\$159	\$157	\$249
SCHOOL AGE / FAMILY CHILD CARE HOME	PT - \$100 FT - \$130	PT - \$99 FT - \$131	PT - \$95 FT - \$132	PT - \$121 FT - \$143
SCHOOL AGE / CHILD CARE CENTERS	\$110	PT - \$95 FT - \$119	PT - \$59 FT - \$142	PT - \$137 FT - \$182

The Centralized Eligibility List was defunded during the budget 2010 budget reductions. Currently, all California Department of Education funded programs are required to keep and update their own eligibility list.

Table (tables need numbered still) presents an analysis of how many 0- to 12-year-olds qualify for subsidized care compared to how many subsidized spaces are available. As shown, of the total 1,780 children that possibly would need subsidized child care, there are about 575 who currently receive subsidized care. Only about 33% of children in need are currently served. This number includes children served through Early Childhood Programs (Head Start) and State Preschool, and other forms of subsidized care from the Early Education and Support Division. Based on this information, there is a shortage of 1,205 subsidized spaces countywide. Subsidies come from Calaveras Works and Human Services Agency (Calworks), Alternative Payment, State Preschool (part-time and full day), CDD funded subsidized center-based care, and Early Childhood Programs.

Income Eligible Children Enrolled in Programs and Demand for Subsidized Care				
Calaveras County Needs Assessment-2014				
	Infants	Preschool	School-Age	
Subsidy Program	0-2 Years	3-5 Years (1)	6-12 Years	Total
Center-Based (2)	0	0	88	88
CA State Preschool	na	104	na	104
FCCHEN	0	0	0	0
Migrant (3)	0	0	0	0
Handicap Program (3)	0	0	0	0
Alternative Payment (4)	19	52	72	143
CalWORKs Stage 1 (5)	7	7	19	33
CalWORKs Stage 2 (4)	3	14	22	39
CalWORKs Stage 3 (4)	4	3	4	11
Head Start	0	129	0	129
Early Head Start	28	0	0	28
Other				0
Total	61	309	205	575
Percent Distribution	11%	54%	36%	100%
Demand for Subsidized Care by Age (See Table 9)				
Children at or Below 70% of SMI with Working Parents	290	252	1,239	1,780
Surplus/(Shortage) of Subsidized Care	(229)	58	(1,033)	(1,205)
Percent of Demand Met	21%	123%	17%	32%
<i>Note: 3 to 5 year olds includes 75% of 5 year olds, the remaining 25% is included with 6 to 12 year olds to accommodate those 5 year olds that are associated with transitional kindergarten.</i>				
(1) Data is for 3-and 4-year olds only; based on definitions of preschool used by agencies.				
(2) Data from Kristi LeRette, Calaveras County Office of Education. Provided on June 18, 2014.				
(3) Data from American Institutes of Research, 2012.				
(4) From the 801a Report for Calaveras County, March 2014.				
(5) Data from CalWORKs report for Calaveras County, April 2014.				
Sources: 801 Report published March 2014; California Department of Social Services;				
American Institutes for Research; Calaveras County Office of Education;				
The Resource Connection; Brion & Associates.				

Goals, Objectives, and Strategies

Focus Area B has two main objectives, listed on the left of the table, to implement the overall goal, which is stated at the top of the table. Potential stakeholders and partners for each objective are listed on the right.

Focus Area B. Objectives and Potential Stakeholders

B. INCREASE AFFORDABILITY

Focus Area – Goal & Objective	Broad List of Potential Stakeholders, Organizations, and Agencies
Goal B: All parents and guardians can afford access to quality child care.	Note: Potential lead agencies and other community stakeholders that could take the project on as their own work directly with the CCCC on the objective are listed first.
Objective B.1: Expand subsidized child care for infants and toddlers.	The Resource Connection Child Care Resource and Referral and Early Head Start; local Community Colleges, Calaveras County of Office of Education; Private Child Care Centers and Family Child Care Providers; parents; First 5 Calaveras; school districts and other public/private partnerships.
Objective B.2: Provide support for all parents and guardians in the “income gap” – too much income for subsidized child care but too little for market-rate child care.	

Table B-1
 Objective B-1 Strategies, Outcomes, and Stakeholders

FOCUS AREA B: INCREASE AFFORDABILITY	
Goal	Objective
Goal B: All parents and guardians can afford access to quality child care.	Objective B.1: Expand subsidized child care for infants and toddlers.
Strategies B.1-1	Educate parents and community about and expand subsidized early care and education programs in high need areas.
B.1-2	Educate local employers about subsidized program and how they might consider cafeteria benefits, including dependent care deductions
B.1-3	Advocate to State and Federal representatives for increased funding for low-income families.
Outcomes:	Increase in subsidized child care usage and spaces for infants and toddlers.
Performance Measure:	Number of subsidized spaces and vacancies for subsidized child care and Early Head Start.

Table B-2
 Objective B-2 Strategies, Outcomes, and Stakeholders

FOCUS AREA B: INCREASE AFFORDABILITY	
Goal	Objective
Goal B: All parents and guardians can afford access to quality child care.	Objective B.2: Provide support for all parents and guardians in the “income gap” – too much income for subsidized child care but too little for market-rate child care.
Strategies B.2-1	Advocate to State and Federal representatives for child care income tax credits for all families earning less than the median household income.
B.2-2	Work with child care advocacy groups to encourage more innovative programs and funding sources.
B.2-3	Develop public/private partnerships with local employers and/or foundations to provide child care assistance or facilities with reduced tuition to working families in need that do not qualify for other programs.
Outcomes:	Increase in the use and availability of financial assistance for child care.
Performance Measure:	New policies, programs, and local funding sources for bridging the “income gap.”

FOCUS AREA C: EXPAND SUPPLY AND ACCESSIBILITY FOR ALL CHILDREN

Child care capacity is generally divided into infant, preschool, and school age care and is offered by a variety of providers, including private centers, family child care homes (large and small), local school districts and publicly funded programs, such as State Preschool or Early Head Start. The location and availability of child care spaces vary widely throughout the County, and more remote areas are particularly underserved. Calaveras County continues to have a significant need for more infant and school age child care facilities and spaces. Preschool spaces are in relative balance. In addition, there are a variety of individual children and special populations of children that have special requirements for child care and early care and education. In addition to more formal providers, the role of friends, family, and neighbors is a vital and valued piece of the provision of child care in the County and should be supported and valued.

Current Needs and Conditions

According to child care supply and demand data from the 2014 Needs Assessment, 68% of child care demand is currently being met in the County. A summary of the current supply and demand conditions, as of 2014, reveals the following figures:

- ◆ **Estimated Supply:** 1,138 total child care spaces
 - 127 infant spaces (11% of supply)
 - 580 preschool spaces (51% of supply)
 - 431 school age spaces (38% of supply)
- ◆ **Estimated Demand:** 1,540 total child care spaces
 - 193 infant spaces needed (11% of demand)
 - 477 preschool spaces needed (28% of demand)
 - 1,014 school age spaces needed (60% of demand)
- ◆ **Child Care Gap:** Shortfall of 547 spaces
 - Overall, 68% of demand is being met
 - Infant: 66 space Shortfall
 - Preschool: 103 space Surplus
 - School Age: 583 space Shortfall
- ◆ **Child Care Facilities or Providers:** 63 total
 - 19 small family child care homes
 - 15 large family child care homes
 - 6 private child care centers

- 4 license-exempt centers
- 19 public agency programs/sites, including CUSD, CCOE, Head Start and Early Head Start Programs

Two of the main reasons there is always a shortage of child care spaces are 1) the high cost of constructing spaces/facilities; and 2) the lack of profit generated by child care to fund such facilities in almost all instances, except high-end market rate care in some urban settings. Given that much of the new future development in Calaveras County will be single family residential development, developers should be encouraged to consider setting aside units targeted towards family child care providers. These units can also be located near local schools, if possible.

One of the most effective ways to increase the supply of child care is to work with successful existing providers and provide expansion assistance to those providers. Not every child care provider will want to expand or have the physical capacity to meet the requirements. It is unlikely that many formal child care centers operating as private businesses will develop in the short term in the County, given its rural nature and relative small population base. Thus, FCCH providers are likely to continue to offer the most child care, followed by care offered by publicly funded agencies, such as the local school districts and nonprofit organizations.

Goals, Objectives, and Strategies

Focus Area C has seven main objectives, listed on the left of the table, to implement the overall goal, which is stated at the top of the table. Potential stakeholders and partners for each objective are listed on the right.

Focus area C. Objectives and Potential Stakeholders

C. Expand Supply and Accessibility for All Children

Focus Area – Goal & Objective	Broad List of Potential Stakeholders, Organizations, and Agencies
Goal C: The capacity and quality of child care in areas of priority will increase for all children, including those with unique needs.	Note: Potential lead agencies and other community stakeholders that could take the project on as their own work directly with the CCCC on the objective are listed first.
Objective C.1: Increase supply of child care in areas with significant gaps.	Calaveras Child Care Council, The Resource Connection Child Care Resource and Referral and Head Start and Early Head Start; Calaveras County of Office of Education – Building Bridges, Extended Day,
Objective C-2: Increase supply of infant and toddler spaces in all types of child care settings.	

Objective C-3: Support Transitional Kindergarten programs while utilizing existing providers and system.	Special Education; Calaveras Unified School District – Growing Together, After School Age Care; Private Child Care Centers and Family Child Care Providers, First 5 Calaveras, Behavioral Health Services, nonprofits, Calaveras business associations, Chamber of Commerce, Valley Mountain Regional Center, The Community Advisory Committee, parents of children with special needs.
Objective C-4: Increase school age opportunities and other after school programs.	
Objective C-5: Increase accessibility of vacant child care spaces through outreach.	
Objective C-6: Promote and support inclusion of children with special needs.	

Table C-1
Objective C-1 Strategies, Outcomes, and Stakeholders

FOCUS AREA C: Expand Supply and Accessibility for All Children	
Goal	Objective
Goal C: The capacity and quality of child care in areas of priority will increase for all children, including those with unique needs.	Objective C-1: Increase supply of child care in areas with significant gaps.
Strategies C.1-1	Collaborate with current partners, schools, school districts, recreation programs, clubs, and the faith community to increase all types of child care.
C.1-2	Educate policy makers and funders at all levels of government about the barriers to increasing capacity in rural and low-income communities.
Outcomes:	There is an increase in the capacity of child care spaces of all types by 10% or 133 spaces, over the next five years.
Performance Measure:	The supply of child care by age, type and location (i.e., community planning areas).

Table C-2
 Objective C-2 Strategies, Outcomes, and Stakeholders

FOCUS AREA C: Expand Supply and Accessibility for All Children	
Goal	Objective
Goal C: The capacity and quality of child care in areas of priority will increase for all children, including those with unique needs.	Objective C-2: Increase supply of infant and toddler spaces in all types of child care settings.
Strategies	
C.2-1	Work with existing providers who are licensed to provide infant care but do not do so.
C.2-2	Expand infant and toddler programs in underserved areas of the county.
C.2-3	Network with local community and private colleges to ensure that courses regarding infants and toddlers are offered in the County.
Outcomes:	The supply of infant care spaces countywide increases by 10%, or 15 spaces over the next five years.
Performance Measure:	The supply of infant and toddler care by age, type, and location (i.e., community planning areas).

Table C-3
 Objective C-3 Strategies, Outcomes, and Stakeholders

FOCUS AREA C: Expand Supply and Accessibility for All Children	
Goal	Objective
Goal C: The capacity and quality of child care in areas of priority will increase for all children, including those with unique needs.	Objective C-3: Support all Early Care and Education programs while utilizing existing providers and system.
Strategies C.3-1	Work with other counties, child care advocacy groups, and elected officials to establish or modify funding sources to support the true cost of preschool opportunities in the County. (i.e., increased Standard Reimbursement Rates and Regional Market Rates)
C.3-2	Work with existing partners, funders, child care and preschool providers to develop a Quality Rating and Improvement System (QRIS) for Calaveras County.
Outcomes:	An increase in the number of children receiving quality preschool services in the County.
Performance Measure:	A decrease in the number of preschool and child care slots that are eliminated due to financial issues. A QRIS will be developed for Calaveras County.

Table C-4
 Objective C-4 Strategies, Outcomes, and Stakeholders

FOCUS AREA C: Expand Supply and Accessibility for All Children	
Goal	Objective
Goal C: The capacity and quality of child care in areas of priority will increase for all children, including those with unique needs.	Objective C-4: Increase school age opportunities and other after school programs.
Strategies C.4-1	Collaborate with current partners, schools, school districts, recreation programs, clubs, and the faith community to increase the supply of school age and youth programs.
C.4-2	To the extent possible, increase ASES/21 st Century programs throughout the County, where eligible.
C.4-3	Explore other school age programs offered by other rural cities and counties, such as YMCA or Boys and Girls Club.
Outcomes:	An increase in the number of school age spaces by 10% countywide.
Performance Measure:	The supply of child care by age, type, and location (i.e., community planning areas).

Table C-5
 Objective C-5 Strategies, Outcomes, and Stakeholders

FOCUS AREA C: Expand Supply and Accessibility for All Children	
Goal	Objective
Goal C: The capacity and quality of child care in areas of priority will increase for all children, including those with unique needs.	Objective C-5: Increase accessibility of vacant child care spaces through outreach.
Strategies C.5-1	Coordinate vacancy data for all types by location with other waiting lists for child care.
C.5-2	Work with local schools, County Dept. of Public Works – Transportation Planning, the Calaveras Council of Governments, and other child care partners to develop a plan and strategy to address transportation needs of children living in remote areas.
C.5-3	Work with providers with vacant spaces to assess how they can improve outreach to parents.
Outcomes:	Reduction in number of children on waiting lists and increase in occupied child care spaces countywide.
Performance Measure:	Waiting lists and vacancy rates by provider.

Table C-6

Objective C-6 Strategies, Outcomes, and Stakeholders

FOCUS AREA C: Expand Supply and Accessibility for All Children	
Goal	Objective
Goal C: The capacity and quality of child care in areas of priority will increase for all children, including those with unique needs.	Objective C-6: Promote and support inclusion of children with special needs.
Strategies	
C.6-1	Work with partners and stakeholders to offer trainings that encourage child care providers to more effectively serve children with special needs and their families.
C.6-2	Maintain a list of Special Needs and Behavioral Health Resources to be included in materials available to providers, parents, and guardians.
C.6-3	Through existing newsletters, educate child care providers about current mandates and legislation regarding children with special needs.
Outcomes:	Increase in the number of children with special needs being served by child care providers throughout the County.
Performance Measure:	Number of children of all ages with special needs served by all types of child care programs.

FOCUS AREA D: DEVELOP CHILD CARE WORKFORCE

Calaveras County's child care workforce continues to need significant support from the community. Better salaries and professional status could attract a stable workforce; however, the ability to pay decent wages usually means passing the costs on to the parents. Limited availability of child development classes in the County makes it difficult for staff to get the training and education they need and desire. The CCCC and its partners must look for innovative ways to meet the child care workforce challenge by motivating public and private partnerships.

A key aspect of funding for child care workforce was developed through AB212.² This bill requires that specified funds appropriated by the Budget Act of 2000 for child care and development shall be allocated to local child care and development planning councils based on the percentage of State-subsidized, center-based child care funds received in that county, to be used to address the retention of qualified child care employees in State-subsidized child care centers. An additional amount of funding was released to local child care and development planning councils for Transitional Kindergarten teachers to obtain 24 ECE units.

Originally, AB212 was introduced along First 5 Commission funding to develop California CARES (Compensation and Retention Encourage Stability) and was aimed to build a skilled and stable workforce to provide high-quality child care and development services throughout the State of California. The CARES program established a link between training and compensation through a stipend program, which provided financial incentives for trained teachers and providers to remain in their early childhood settings. The Calaveras CARES Professional Development Program was funded through First 5 Calaveras and has ended as of June 2015. This program served over 100 teachers and staff in Calaveras County, allowing them to gain additional education and training in early childhood education.

Current Needs and Conditions

Based on the Preschool Readiness Assessment for Calaveras County, which was completed in 2009, the data in this section highlights responses to a survey that was sent to all preschool child care centers in the County, both public and private. While this data is for preschool providers, it is indicative of all child care providers in the County.

Salaries for teachers were not provided for all of the respondents. Public programs, such as Early Childhood Programs, have pay scales starting at \$10.24 per hour for Assistant Teachers/Aides, \$11.97 per hour for Teachers, and \$16.15 per hour for site supervisors. The four private centers that responded to the survey all provide different benefits for

² Assembly Bill No. 212, Chapter 547, AB212, Aroner - Child Care and Development.

their employees. Paid sick leave ranges from none to seven days annually and paid vacation days range from none to 10 days, with some adding a day for each year of employment. Three of the four centers provide paid holidays separately from vacation days.

The CUSD Preschools provide paid sick leave, vacation, holidays, and time off, as well as health and dental coverage for employees and dependents. They also contribute to employee retirement plans. All CUSD preschool program staff receives the same benefit package and offers to participate. For Early Childhood Programs, employees have six days of paid sick leave, 10 paid vacation days annually for the first two years, and 15 days after two years, 12 paid holidays per year, and paid health care and dental coverage for the employee only (not dependents).

Almost all centers/programs encourage professional staff development by encouraging staff to enroll in the Calaveras CARES program; eight provide on-the-job training and funding costs for classes, workshops, and conferences, as well as the days off for staff to attend off-site classes and conferences.

According to the surveys, the primary factor that prohibits staff from continuing their education at all centers is that staff members have competing family responsibilities. The other two most common reasons cited were inconvenient location and inconvenient times of higher education coursework. From further discussion with providers and child care community members, access to continuing education is limited due to the rural nature of the County. People must travel a considerable distance to get to classes or take online classes in order to further their early childhood education. The high cost of tuition and books was also cited several times as a barrier to continuing education.

First 5 California provides a useful definition of categories for teaching training:

- ★ **Entry Level:** 24 ECE³ units for teachers and 6 ECE units for assistant teachers;
- ★ **Advancing Level:** 60 units of college with 24 ECE units for teachers and 24 ECE for assistant teachers;
- ★ **Quality Level:** BA degree with 24 ECE units for teachers and AA degree and 12 ECE units for assistant teachers.

Based on responses from the survey, most of the preschool teachers at private centers fall into the Entry Level category as defined by First 5. Only two of the eight teachers have Bachelor's degrees but not enough units of ECE to be Quality Level.⁴ Of the three Assistant Teachers/Aides, they too are mostly Entry Level, with one qualifying as Advancing Level. For the CUSD Preschools, two of the three Assistant Teachers/Aides

³ Refers to Early Childhood Education here.

⁴ One teacher has a Bachelor's degree and 20+ units of ECE, but it is not clear if it is over 24 units as needed to be in the "Quality Level."

meet the Advancing Level qualification. The Early Childhood Programs provided us with averages; therefore, on average, teachers have 31 units of ECE, but only 30% have a Bachelor's or Master's degree, or are at Quality Level. For the Assistant Teachers/Aides, 23% have a minimum of an Associate's degree and, on average, they have 23 units of ECE, so we can assume that these 23% of Assistant Teachers/Aides meet the Quality Level.

Quality Rating and Improvement Systems (QRIS) are the newest catalyst for the promotion of professional development in early childhood education (ECE) settings. Settings.

“A Quality Rating and Improvement System (QRIS) is a “method to assess, improve and communicate the level of quality in early care and education settings” (Mitchell, 2005, p. 4). Each QRIS determines the number of rating tiers (levels) in the rating system, which are often designed with an easily understood symbol indicating ascending quality, such as stars; steps; or medals (bronze, silver, or gold). QRISs use a rating structure, or a method for determining rating steps. Rating structures vary and include the building block approach in which criteria at a particular tier level must be met before moving onto the next tier; the points approach in which sites accumulate points based on their level of implementation of each quality element rather than having to meet all criteria at a particular tier level; and the hybrid approach in which the building block approach is used at some levels and the points approach is used at other levels.

A QRIS can vary significantly in terms of what it measures and how and whether development can operate statewide or in a local area. However, a fully functioning QRIS includes the following components: (1) quality standards for programs and practitioners; (2) supports an infrastructure to meet such standards; (3) monitoring and accountability systems to ensure compliance with quality standards; (4) ongoing financial assistance that is linked to meeting quality standards; and (5) engagement and outreach strategies.”⁵

California approach to the development of a QRIS was launched by California's Race to the Top – Early Learning Challenge (RTT-ELC) Regional Leadership Consortia (Consortia) which was comprised of 17 lead agencies in 16 counties. The Consortia identified the desired outcome of the RTT-ELC Tiered Quality Rating Improvement System (TQRIS) as:

“Ensure children entering kindergarten are ready to learn and succeed by increasing access to high-quality programs for children with high needs. California's TQRIS is built upon a Quality Continuum Framework that is:

- Supportive of kindergarten readiness

⁵ Fact Sheet: California's Race to the Top – Early Learning Challenge
<http://www.childrennow.org/uploads/documents/CRTTT-ELC.pdf>.

- Built on tiers and incentives to be set at the local level
- Based on a continuous program improvement process”⁶

To achieve this goal, California’s RTT-ELC funding supported the development and expansion of successful local programs focused on improving outcomes for children with high needs by implementing local TQRISs. California supports these local efforts by partnering with Consortia members who volunteer to strengthen their existing systems, align their systems to a common state framework, and serve as leaders and mentors to other programs and entities in their region. The majority of RTT-ELC funds support local activities.

Goals, Objectives, and Strategies

Focus Area D has five main objectives, listed on the left of the table, to implement the overall goal, which is stated at the top of the table. Potential stakeholders and partners for each objective are listed on the right.

Focus Area D. Objectives and Potential Stakeholders

Focus Area – Goal & Objective	Broad List of Potential Stakeholders, Organizations, and Agencies
Goal D The supply of qualified ECE teachers and child care staff in all child care environments will increase, with reduced turnover and adequate substitute staff.	Note: Potential lead agencies and other community stakeholders that could take the project on as their own work directly with the CCCC on the objective are listed first.
Objective D-1. Increase levels of education and training of child care workforce overall, and assist in finding new funding to support teachers and providers.	Calaveras Child Care Council, The Resource Connection Child Care Resource and Referral and Head Start and Early Head Start; Calaveras County of Office of Education – Building Bridges, Extended Day, Special Education; Calaveras Unified School District – Growing Together, After School Age Care; Private Child Care Centers and Family Child Care Providers, First 5 Calaveras, Behavioral Health Services, local community colleges, nonprofits, Calaveras business associations, Chamber of Commerce, Valley Mountain

⁶ California RTT-ELC Federal Application

	Regional Center, The Community Advisory Committee, parents of children with special needs.
Objective D-2: Encourage stakeholders to provide special training, online programs and formal education throughout the County by working in partnership with local community college programs and universities.	
Objective D-3: Increase and support the job stability of ECE staff in the field.	
Objective D-4: Promote diversity and cultural inclusiveness with teachers, providers, and all child care stakeholders.	
Objective D-5: We will facilitate, partner, and/or be included in the efforts to integrate QRIS Strategies into the ECE system in Calaveras County.	

Table D-1
 Objective D-1 Strategies, Outcomes, and Stakeholders

FOCUS AREA D: Develop Child Care Workforce	
Goal	Objective
Goal D: The supply of qualified teachers and staff in all child care environments will increase, with reduced turnover and adequate substitute staff.	Objective D-1: Increase levels of education and training of child care workforce overall, and assist in finding new funding to support teachers and providers.
Strategies	
D.1-1	Continue to sustain, support, and increase funding for a child care and development training fund, similar to and/or in conjunction with the existing AB212 program; leverage outside funding, grants, and other sources of funds, including QRIS and/or IMPACT funds.
D.1-2	Identify and prioritize the current gaps in professional development, such as training resources.
D.1-3	Develop an on-going incentive program to encourage child care providers to attend, track, and report on education and training.
Outcomes:	Increase education and training levels of local ECE teachers and child care staff.
Performance Measure:	Education levels of existing and new teachers and staff.

Table D-2
 Objective D-2 Strategies, Outcomes, and Stakeholders

FOCUS AREA D: Develop Child Care Workforce	
Goal	Objective
Goal D: The supply of qualified teachers and staff in all child care environments will increase, with reduced turnover and adequate substitute staff.	Objective D-2: Encourage stakeholders to provide special training, online programs and formal education throughout the County by working in partnership with local community college programs and universities.
Strategies	
D.2-1	Explore interest in cohorts or specialized training opportunities that continue to motivate staff towards Early Childhood Education degrees and/or higher permit levels.
D.2-2	Support community efforts to encourage a permanent degree or certificate offered through local community colleges that meet the needs of ECE staff in Calaveras County.
D.2-3	Identify possible existing training sites with a computer lab where providers can have access during evenings and weekends.
D.2-4	Continue to support early child care and education intern program and opportunities for high school students throughout the County.
D.2-5	Sustain mentoring and peer support programs by pairing more experienced teachers and staff with newcomers to the field or those wishing to advance their training.
Outcomes:	Increase education and training levels of local teachers and providers and ne workers in the field.
Performance Measure:	Education levels of existing and new teachers and staff.

Table D-3
 Objective D-3 Strategies, Outcomes, and Stakeholders

FOCUS AREA D: Develop Child Care Workforce	
Goal	Objective
Goal D: The supply of qualified teachers and staff in all child care environments will increase, with reduced turnover and adequate substitute staff.	Objective D-3: Increase and support the job stability of ECE staff in the field.
Strategies D.3-1	Help teachers and providers access the Teacher Mentor Program. Child Development Permit Mentor Program to support teachers and staff coaching issues and needs pertaining to permits.
D.3-2	Disseminate resource list of current classes, workshops, stipends, via existing newsletters and websites and/or Facebook or through other electronic or printed material methods, including in-person presentations.
Outcomes:	Increase in number of new staff, fully qualified, and increase in professional development and education levels of existing staff and teachers.
Performance Measure:	Education levels of existing and new teachers and staff.

Table D-4
 Objective D-4 Strategies, Outcomes, and Stakeholders

FOCUS AREA D: Develop Child Care Workforce	
Goal	Objective
Goal D: The supply of qualified teachers and staff in all child care environments will increase, with reduced turnover and adequate substitute staff.	Objective D-4: Promote diversity and cultural inclusiveness with teachers, providers, and all child care stakeholders.
Strategies D.4-1	Work with child care stakeholders to develop and adopt a diversity and cultural inclusiveness policy position for the child care field in Calaveras County.
D.4-2	Highlight and promote programs that address diversity and cultural inclusiveness, and develop resource guide for providers and ECE staff.
D.4-3	Hold periodic workshops and special trainings on various aspects of diversity, cultural inclusiveness and working with children with special needs.
Outcomes:	Greater appreciation of the diversity that exists throughout the County and the broader region, and increased acknowledgement of the cultural changes that are occurring in the community.
Performance Measure:	Not quantifiable.

Table D-5
 Objective D-5 Strategies, Outcomes, and Stakeholders

FOCUS AREA D: Develop Child Care Workforce	
Goal	Objective
Goal D: The supply of qualified teachers and staff in all child care environments will increase, with reduced turnover and adequate substitute staff.	Objective D-5: We will facilitate, partner, and/or be included in the efforts to integrate QRIS Strategies into the existing ECE system in Calaveras County.
Strategies D.5-1	Work with child care stakeholders to develop and adopt a QRIS that is inclusive and responsive to the ECE system in Calaveras County.
D.5-2	Encourage the usage of ECE/child care provider needs assessments to determine professional development needs of caregivers.
D.5-3	Encourage and support partners to design and offer professional development opportunities that build upon local strengths, programs and local needs, as well as QRIS standards.
Outcomes:	Professional development and training opportunities will meet existing funder requirements as well as QRIS standards.
Performance Measure:	ECE staff will report sufficient access to professional development opportunities.

CONCLUSIONS AND NEXT STEPS

The final step in the strategic planning process will be the development of the Implementation Plan. The Implementation Plan is a 12-month action plan with detailed task lists for each of the strategies the CCCC commits to working on during that period. The Implementation Plan is a tool to guide and monitor the CCCC's work, and it specifically lists lead persons responsible for managing a set of tasks, as well as the agreed-to time frames for accomplishing the work.

Each year the CCCC prioritizes strategies and chooses several of these strategies to pursue during the year. For each of the strategies, task lists are developed detailing the required action steps, target start and end dates for each task, and the person responsible for the set of tasks.

The care and education options available to families and children in Calaveras County are an important part of the community's health. Child care and early care and education lay the foundation for adult life, serving as the basis for children to become well adjusted, productive citizens. Calaveras County can benefit from a comprehensive plan that strengthens child care services and enhances the child care system, a plan that demonstrates how to get the maximum value out of available resources while leveraging the existing strengths and assets. A comprehensive plan provides a foundation to advocate for changes in the community and build new partnerships that enhance child care and child development.

This strategic plan is a major step forward in reaching these goals and creating a system of quality care in Calaveras County that gives children's wellbeing the priority necessary to ensure they reach their full potential.

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- ★ **Kelly Graesch**, Child Care Coordinator, Calaveras County (Coordinator and staff to CCCC)
- ★ **Kristi LeRette**, County Office of Education – Extended Day and Preschool Programs and CCCC member
- ★ **Alissa Bain**, Calaveras Unified School District and CCCC member
- ★ **Ernie LaCarra Barbor**, CCCC Discretionary member
- ★ **Judy Ospital**, SER-Jobs for Progress and CCCC member
- ★ **Joyce Peek**, First 5 Calaveras and CCCC member
- ★ **Linda Winn**, Calaveras County Public Health and CCCC Chair
- ★ **Barbara Yook**, District Attorney’s Office and CCCC member

For further information about the Calaveras Child Care Council, please see www.calaveraschildcare.org

**APPENDIX A:
Child Care Council Membership**

2015 CCCC MEMBERSHIP

- ★ **20% Consumers:** Defined as a parent of a person who receives, or who has received within the past 36 months, child care services. Representatives:
 - Barbara Yook, District Attorney’s Office
 - Krisite LeRette, County Office of Education – Extended Day Program

- ★ **20% Child Care Providers:** Defined as a person who provides child care services or represents persons who provide child care services. Representatives:
 - Alissa Bain, Calaveras Unified School District
 - (vacant)

- ★ **20% Public Agency Representative:** Defined as a person who represents a city, county, or local education agency. Representatives:
 - Linda Winn, Calaveras Health & Human Services, Public Health Department
 - Ernie LaCarra Barbor, Mother Lode Job Training

- ★ **20% Community Representative:** Defined as a person either who represents an agency or business that provides private funding for child care services or who advocates for child care services through participation in civic or community-based organizations but is not a child care provider or CDE funded agency representative. Representatives:
 - Adele Baroni, Calworks
 - Joyce Peek, First 5 Calaveras

- ★ **20% Discretionary Appointees:** Defined as a person who is appointed from any of the above categories or outside of these categories at the discretion of the appointing agencies. Representatives:
 - (vacant)

**APPENDIX B:
Local Child Care Resources**

LOCAL CHILD CARE RESOURCES

The following are resources either used in preparing this plan or useful to individuals and organizations working to improve child care, the child care system, and/or successful outcomes for children and families.

Resource	Contact
The Resource Connection	www.theresourceconnection.net (209) 754-1075
Calaveras Child Care Council	www.theresourceconnection.net
First 5 Calaveras	www.first5calaveras.org
Local Income Investment Fund	www.liifund.org
California Association for the Education of Young Children	www.caeyc.org
California Child Care Resource & Referral Network	www.rnetwork.org
First 5 California	www.ccafa.org
California Department of Education	www.cde.ca.gov
Child Development Training Consortium	www.childdevelopment.org
Family Resource Network	(800) 847-3030
National Association for the Education of Young Children	www.naeyc.org
National Head Start Association	www.nhsa.org
On the Capitol Doorstep	www.tomatoweb.com/capdoor
Local Investment in Child Care	www.lincc-childcare.com/
LIFF Constructing Connections	www.liifund.org/programs-new/childcare/childcareoverview.htm

**APPENDIX C:
Glossary of Acronyms and Terms**

GLOSSARY OF ACRONYMS AND DEFINITIONS⁷

Acronym	Definition
21st Century	21st Century Community Learning Centers Program
ACF	Administration for Children and Families (Federal)
ACL	All County letter (notification from State Departments)
ADA	Americans with Disabilities Act; Average Daily Attendance
AFDC	Aid to Families with Dependent Children (this program has been replaced by TANF)
AMI	Area Median Income
API	Academic Performance Index
APP	Alternative Payment Program
ASESP	Afterschool Safety and Education Program
BCC	Building Child Care
BHCS	Behavioral Health Care Services Agency (county)
BOS	Board of Supervisors (county)
CAEYC	California Association for the Education of Young Children
Calworks	California Work Opportunity and Responsibility to Kids (State name for TANF)
CalSAC	California School Age Consortium
Cal-SAFE	California School Age Families Education
CAPPA	California Alternative Payment Program Association
CARES	Comprehensive Approaches to Raising Educational Standards (formerly known as Compensation and Retention Encourage Stability)
CCCC	Calaveras Child Care Council
CCCCA	California Child Care Coordinator's Association
CCCR&RN	California Child Care Resource and Referral Network (often referred to as "the Network" or the "R & R Network")
CCDAA	California Child Development Administrators Association
CCDBG	Child Care and Development Block Grant

⁷ Not all of these acronyms appear in this document, but they are typically found in child care studies and documents. They are provided here as a reference guide to those working in the child care field in Calaveras County.

Acronym	Definition
CCDF	Child Care and Development Fund
CCIP	Child Care Initiative Project
CCL	Community Care Licensing
CCLC	Child Care Law Center
CCOP	Calaveras County Office of Education
CCTC	California Commission on Teacher Credentialing, aka CTC
CCTR	California Center Based Contracts
CDBG	Child Development Block Grant
CDD	Child Development Division (of the California Department of Education)
CDE	California Department of Education
CDSS	California Department of Social Services
CDTC	Child Development Training Consortium
CEL	Centralized Eligibility List
COE	County Office of Education
CPIN/ CalPIN	California Preschool Instructional Network
CPS	Child Protective Services
CCR&R	Child Care Resource & Referral
CUP	Conditional Use Permit
CUSD	Calaveras Unified School District
ECE	Early Care and Education or Early Childhood Education
ECERS	Early Childhood Environmental Rating Scales (also known as Harms Scales)
EHS	Early Head Start
EIR	Economic Impact Report or Environmental Impact Report
FCCH	Family Child Care Home (can be small or large)
FRC/N	Family Resource Center/Network
FT&C	Funding Terms and Conditions
HS	Head Start
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan

Acronym	Definition
IFSP	Individualized Family Service Plan
LAO	Legislative Analyst Office (county, state or federal)
LCCPC	Local Child Care Planning Council (also Local Planning Council or LPC)
LEA	Local Education Agency
LPA	Local Planning Area
NACCRRRA	National Association of Child Care Resource & Referral Agencies
NAEYC	National Association for the Education of Young Children
NAFCC	National Association for Family Child Care
PITC	Program for Infant/Toddler Caregivers
Prop 10	Proposition implementing tobacco tax & California Children and Families Commissions
QRS	Quality Rating System
Title V (five)	California Education Code governing most State-funded child care programs
Title 22	California Health and Safety code governing licensing of child care programs
WOYC	Week of the Young Child