

San Mateo County Child Care Planning Council Strategic Implementation Plan 2019-2024

Vision

Every child and family in San Mateo County has high quality care and learning opportunities.

Mission

The San Mateo County Child Care Partnership Council (CCPC) takes the lead in planning and advocating for quality care and early education for all children, from birth to age thirteen, in San Mateo County.

Guiding Principles

Decisions and actions that the CCPC undertakes are informed by current research and local needs assessment and are guided by the following beliefs/principles about high quality child care and learning opportunities. For more detailed information on CCPC's fundamental beliefs and principles that guide our approach, please refer to the "Our Approach" section in the Appendix.

We believe that:

- High-quality child care and learning opportunities should be accessible for **all** children, birth through age 13, regardless of race, religion, ability, language, economic status, immigration status and geographic location
- High-quality care includes safe facilities and environments
- High-quality care and learning programs require a well-trained, well-paid and nurturing workforce
- High-quality care includes a holistic, inclusive and culturally/linguistically responsive approach focused on health, learning and family support
- High-quality care and learning opportunities must be aligned and linked to a high quality elementary school system in order for impact to be sustained

Our Approach to Equity

The CCPC welcomes and embraces diversity among individuals from all backgrounds, races, ethnicities, abilities, genders and gender identities, sexual orientations, immigration statuses, and religions. We will advocate for, and protect, the rights and opportunities of all children and families in our community, as well as those that provide their early care and education.

We seek to engage a broad range of constituents, including parents, ECE providers, policy-makers, and community stakeholders, in decision-making, determining priorities, and planning.

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We use local data to understand and transform inequities and remove barriers to access in our ECE system, examining data related to:

- Racial/Ethnic disparities
- Family income and child poverty

- Children with special needs
- Dual Language Learners
- Children experiencing homelessness
- Children in the Child Welfare System
- Demographics and needs of the ECE Workforce

[The following is adapted from the National Equity Project's definition of Educational Equity]

We seek to transform our institutions by eliminating inequitable practices and cultivate the unique gifts, talents, and interests of every child so that success and failure are no longer predictable by child identity - racial, cultural, economic, or any other social factor.

Equity in early care and education means that each child receives what they need to develop to their full academic and social potential. Working towards equity in early care and education settings involves:

- Ensuring equally high outcomes for all participants in our ECE system;
- Removing the predictability of success or failure that currently correlates with any social or cultural factor;
- Interrupting inequitable practices, examining biases, and creating inclusive multicultural ECE environments for adults and children; and
- Discovering and cultivating the unique gifts, talents and interests that every human possesses.

Importance of CCPC's work

The CCPC's work is important to the entire San Mateo County community. A lack of high-quality early care and education impacts child development, family health, employers and the overall economy.

Strategic Plan

The CCPC has identified four strategic goal areas to frame its work from 2019-2024:

Leadership and Impact
Access
Quality
Workforce

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CCPC Strategic Goal Area: Leadership and Impact

Goal: The early care and education infrastructure in San Mateo County is sustainably funded, improved, and aligned with other sectors serving children and families.

Desired Outcome of Plan: CCPC leads in identifying, understanding and communicating local needs and priorities and drives community solutions and investments.

Strategic Priorities	Recommended Activities (to be finalized by committee)
Advocate for an increase in dedicated local funding	<input type="checkbox"/> Advocate for new, flexible County funding for ECE to meet our local needs (e.g. extend income eligibility higher to serve more families, increase access for homeless families, children at risk, teacher wages, facilities, etc.)
Build CCPC organizational capacity	<input type="checkbox"/> Promote/support legislation to strengthen Local Planning Council <input type="checkbox"/> Determine opportunities for funding from State and local sources <input type="checkbox"/> Determine opportunities for strengthening data systems
Fulfill State and local mandates of the CCPC	<input type="checkbox"/> Complete needs assessment and disseminate results to key stakeholders, including Board of Supervisors and County Board of Education, and the community <input type="checkbox"/> Annually prioritize subsidy resources by zip code <input type="checkbox"/> Ensure a diversity of voices and perspectives in the CCPC membership
Build CCPC member capacity	<input type="checkbox"/> Develop and deliver an orientation and training plan for CCPC, inclusive of members, regular guests and community <input type="checkbox"/> Support CCPC members and guests to share information about the CCPC and the ECE field in their networks and organizations
Develop and implement a robust policy and advocacy framework with input from the committees	<input type="checkbox"/> Regularly update the policy platform, identify advocacy priorities and develop for specific action plans for those priorities <input type="checkbox"/> Align policy and advocacy work with partners (e.g. San Mateo County, First 5 Association, EveryChild California, Human Service Agency, etc.) <input type="checkbox"/> Track, take positions on, and draft legislation that affects CCPC goal areas
Develop communications and outreach framework with input from the committees	<input type="checkbox"/> Determine key messages and talking points about the CCPC, its goal areas and priority issues <input type="checkbox"/> Develop common protocols for advocacy communications <input type="checkbox"/> Define target audiences and outreach strategies <input type="checkbox"/> Define specific roles and responsibilities of how to disseminate key messages, activities and accomplishments of the CCPC <input type="checkbox"/> Provide messaging that incorporates “child care lens” on existing local initiatives that impact the care and education of young children (e.g. housing, health, etc.)
Align CCPC’s efforts with existing countywide efforts impacting children and families (e.g. Build Up, The Big Lift, Close the Gap, , Home for All, Help Me Grow)	<input type="checkbox"/> Identify CCPC liaisons to major countywide initiatives <input type="checkbox"/> Encourage leaders of existing countywide efforts to attend or present at CCPC meetings, adding members from the health community in particular <input type="checkbox"/> Participate in efforts to communicate collective impact

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CCPC Strategic Goal Area: Leadership and Impact

Key Data Points

- In 2018-19, state contractors in San Mateo County received a total of ~\$5.9 million in General Child Care (CCTR) funding and ~\$21.9 million in State Preschool (CSPP) funding.
- In FY 16/17, CCTR and CSPP contractors relinquished 12% of contract funds, compared to 15% in the Pilot's first year (FY 02/03).
- In 2018-19, the standard reimbursement rate for CSPP is \$52.12/day; for CCTR, the rate is \$51.81/day.

Background/Other Considerations/Definitions

- Every county in California has a Local Child Care and Development Planning Council (LPC). LPCs make an effort to coordinate their activities and communications and to support one another. LPCs required duties are:
 - Conduct a county-wide Needs Assessment every five years
 - Prepare a comprehensive county-wide plan for child care
 - Submit priorities for the allocation of state and federal child care funds to the Early Education & Support Division (EESD) of the California Department of Education:
 - Assist in the formation of collaborations to meet local child care needs
 - Design a system to consolidate local child care waiting lists
 - Coordinate part-day programs to provide full-day child care
 - Review and comment on proposals sent to EESD
 - Develop and implement a training plan for Council members
- The CCPC will update its needs assessment during the 5-year period of this strategic plan. Suggested additional topics for the needs assessment include:
 - Demand for care during nontraditional business hours; where do families want care?
 - Where do families want care? Near home? Work? Along commute route?
 - Data on the Early Care and Education workforce, including family child care providers
- There is a shared desire to simplify the early care and education system. This could entail making it easier to move funds between CDE contract types or streamlining the licensing process.
- Suggested trainings for CCPC members and guests include:
 - Legislative process, how to advocate, advocacy versus lobbying for nonprofits
 - New member orientation; CCPC (purpose & infrastructure), Child Care 101
 - Map of local initiatives related to children and families
- The CCPC can utilize the training modules developed for CDE.
- The strategic planning process identified a need to interact more with the business sector and employers.
- The California legislative and budget process intensifies from January to June each year. During these six months, the CCPC should focus on legislative and budgetary advocacy and priorities.
- The CCPC is charged with overseeing the San Mateo County Subsidy Program which grants some local flexibility to meet needs of families and subsidized child care programs in our high cost county. In exchange, the CCPC must track the County's performance on four outcome goals:
 1. Maintain the number of active direct service contractors in San Mateo County.
 2. Increase the aggregate child days of enrollment at participating contractors by 2 percent.
 3. Increase the stability of care for families approaching the state income eligibility threshold.
 4. Decrease the share of unearned direct service contract funds returned to the state.
- The high cost of living in San Mateo County impacts all CCPC goal areas.

The San Mateo County Office of Education is updating its website. This presents an opportunity to revise the CCPC online materials. The quick weblink is www.smcoe.org/CCPC

Potential Partners

- Build Up for San Mateo County's Children
- CA Alternative Payment Program Administrators
- CA Resource and Referral Network
- Every Child California (formerly CCDAA)
- Children Now
- Early Edge, etc.
- Child Care Coordinating Council (4Cs)
- County Welfare Directors Association
- First 5 San Mateo County, CA First 5, First 5 Assoc
- Good2Know Network
- CA Child Care Coordinators Association
- Parent-Teacher Organizations
- Parent Voices
- Program for Infant Toddler Caregiving
- Quality Counts California and Region 4
- San Mateo County Office of Education
- SELPA's Parent Resource Council
- State Elected Officials
- Silicon Valley Childrens Advocacy Network
- The Big Lift
- California Coalition for Early Learning

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CCPC Strategic Goal Area: Access

Goal: Families of all socioeconomic levels have access to high-quality child care birth through age 13.

Desired Outcome of Plan: There is a significant decrease in the gap between available supply of early care and education programs and demand.

Strategic Priorities	Recommended Activities (to be finalized by committee)
Advocate for increases in State and Federal funding and reimbursement rates for ECE programs in San Mateo County.	<ul style="list-style-type: none"> <input type="checkbox"/> Advocate for, track and take positions on legislation to increase and regionalize reimbursement rates and to increase overall subsidy funding, with a priority on infant/toddler care
Work with local and State agencies/collaborations to improve policies and processes that support an increase in the number of ECE and after-school learning programs.	<ul style="list-style-type: none"> <input type="checkbox"/> Advocate for policy and administrative improvements to the licensing system <input type="checkbox"/> Educate school districts on how to include ECE in LCAPs <input type="checkbox"/> Support Build Up's advocacy plan to engage cities in supporting the development of more child care centers and family child care homes <input type="checkbox"/> Engage family child care associations and networks to develop a plan for increasing the number of family child care homes <input type="checkbox"/> Advocate for an increase in state slots
Maximize San Mateo County's use of state subsidy dollars to serve more eligible children	<ul style="list-style-type: none"> <input type="checkbox"/> Monitor and analyze trends in earnings across San Mateo County's state-funded programs <input type="checkbox"/> Develop tools to help programs project contract earnings accurately <input type="checkbox"/> Administer the Voluntary Temporary Transfer process <input type="checkbox"/> Analyze and make recommendations about the mix of full and part day programs
Increase access to ECE for children with special needs	<ul style="list-style-type: none"> <input type="checkbox"/> Include data in the needs assessment on the barriers children with special needs have to access <input type="checkbox"/> Advocate for state and federal action to reduce barriers to including children with special needs and ease transitions <input type="checkbox"/> Promote best practices for inclusion <input type="checkbox"/> Educate on the laws pertaining to children with special needs

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CCPC Strategic Goal Area: Access

Key Data Points

- From the most recent needs assessment:
 - There is care in centers/FCCs for 60% of infants, 71% of preschoolers, and 64% of school age children
 - An additional 2,527 spaces needed for infants, 7,979 spaces needed for preschoolers, and 9,218 spaces needed for school age.
 - An additional 3,285 **subsidized** spaces needed for infants, 1,064 subsidized full-day spaces needed for preschoolers, 649 subsidized part-day spaces needed for preschoolers, and 6,257 subsidized spaces needed for school age.

Background/Other Considerations/Definitions

- Families above the subsidy income cutoff, but below self-sufficiency, struggle to access care in our County. We may want to collect more data about this population.
- The CCPC may want to study family fees and how changes to fees could improve access, e.g. extend sliding fee scales, waive fees for special populations, etc.
- Homeless families may need dedicated strategies to increase their access to care.
- The CCPC supports early care and education in all settings, such as licensed centers, family child care homes, parent co-ops, license-exempt after school, family-friend-and-neighbor, etc.
 - Different settings require different supports. In particular, increasing the supply of family child care may require novel partnerships and new models (e.g. All Our Kin (Oregon) or Wonderschool).
 - The next needs assessment may want to collect more specific information on the barriers to family child care expansion.
 - Bill to permit unionization for family child care will likely pass in 2019, causing system change
- Lack of a Centralized Eligibility list makes it difficult to fully understand the unmet need for subsidized care.
- Momentum is building at the State level for universal prekindergarten. The CCPC should evaluate how universal prekindergarten may benefit children in the County, as well as have unintended consequences on the early care and education system.
- The standard reimbursement rate for Title-V centers is 40% below the regional market rate and even farther from the true cost to deliver high quality care in San Mateo County.

Potential Partners

- Build Up for San Mateo County's Children
- California Child Care Resource and Referral Network
- California Coalition on Early Learning
- Child Care Coordinating Council of San Mateo County (4Cs)
- Cities
- Community-Based Organizations
- Early Head Start/Head Start Providers
- EveryChild California
- Family Child Care Association
- Family Resource Centers
- First 5 San Mateo County
- Help Me Grow
- Higher Education
- San Mateo County Human Services Agency
- Legal Aid Society
- Private Child Care
- San Mateo County Board of Supervisors
- San Mateo County Lobbyist
- School Districts
- Silicon Valley Community Foundation
- State Elected Officials
- Silicon Valley Children's Advocacy Network
- Private Companies and large employers
- Title-V Centers
- Wonderschool and other alternative child care

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CCPC Strategic Goal Area: Quality

Goal: Every child thrives socially, emotionally, and academically because they receive quality early care, education and/or after-school programs

Desired Outcome of Plan: ECE programs will have the resources and knowledge to align with Quality Counts framework

Strategic Priorities	Recommended Activities (to be finalized by committee)
Build a robust Quality Counts system	<ul style="list-style-type: none"> <input type="checkbox"/> Promote the Quality Counts programs and educate the public on its benefits <input type="checkbox"/> Develop educational/informational materials <input type="checkbox"/> Advocate for increased funding for Quality Counts <input type="checkbox"/> Co-sponsor recognition activities for participating providers <input type="checkbox"/> Expand Quality Counts to include all ECE programs <input type="checkbox"/> Act as an Advisory Body to Quality Counts <input type="checkbox"/> Promote local specializations in Family Engagement, Inclusion and Dual Language Learning <input type="checkbox"/> Advocate for Facility Design and Maintenance resources to be included in Quality Counts CA Quality Improvement Pathways <input type="checkbox"/> Support efforts to expand quality improvement efforts to license-exempt care
Raise the quality of programming for children with special needs, dual-language learners and children at risk	<ul style="list-style-type: none"> <input type="checkbox"/> Collect data in the needs assessment to better understand the existing quality of programming for children with special needs, dual-language learners and children at risk <input type="checkbox"/> Advocate for quality improvement funding to address children with special needs, dual language learners and children at risk
Ensure family engagement is a component of high-quality programs	<ul style="list-style-type: none"> <input type="checkbox"/> Advocate for the inclusion of family engagement in the Quality Counts state framework <input type="checkbox"/> Provide professional development on best practices for family engagement <input type="checkbox"/> Promote ways to involve parents in decision-making, such as Parent Advisory Councils, Parent Cafes, etc. <input type="checkbox"/> Promote and partner with county efforts to provide training in trauma-informed care <input type="checkbox"/> Promote family engagement specialists in large ECE programs
Improve alignment and linkages between ECE and elementary school districts	<ul style="list-style-type: none"> <input type="checkbox"/> Educate school districts and communities of Close the Gap's recommendations for intentionally connecting elementary schools with their neighboring ECE programs <input type="checkbox"/> Build on Big Lift work in this area <input type="checkbox"/> Advocate for quality improvement opportunities and funding for School-Age child care and out-of-school-time programs

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CCPC Strategic Goal Area: Quality

Key Data Points

- 105 centers and homes are participating in Quality Counts San Mateo County in 2018-19
- in 2018, participating programs were serving 286 infants, 591 toddlers and 3,832 preschoolers
- 85% of the children in participating programs are from low-income families
- 100% of The Big Lift sites participate in Quality Counts at Tier 4 or Tier 5

No. of Sites at Each Tier of Quality in 2018

In Progress	10
Tier 2	11
Tier 3	20
Tier 4	48
Tier 5	16

Background/Other Considerations/Definitions

- Special populations include: infants/toddlers, Dual language learners (DLLs), low income families, race/ethnic minorities, LGBTQ, children at-risk of abuse or neglect or with CPS cases.
 - In particular, all CCPC efforts should acknowledge the high preponderance of DLLs in our ECE programs.
- Quality Counts California (QCC) is the state's Quality Rating and Improvement System for ECE. Its quality elements and tiers are governed at the state level. County level local QRIS consortia are responsible for recruiting, rating and providing incentives and quality improvement supports for participating ECE programs. Our local consortium, Quality Counts San Mateo County: <http://smcqualitycounts.org/> is led by First 5 San Mateo County, The San Mateo County Office of Education and the Child Care coordinating Council, with many partners.
- The CCPC's Quality Counts Advisory Committee regularly convenes the required partners, participating programs, quality improvement coaches, and prospective programs to discuss and advise the CCPC and the Consortium on the experience of participants, incentive structure, quality improvement strategies, proposed state rule changes, and local QRIS data, results and targets
- The Quality Counts website explains some of the key components of high quality ECE that include
 - Safe and enriching learning environments
 - Effective Teacher Child Interactions
 - Experienced, well-educated teachers and directors
 - Use of Child Observation to individualize learning activities
 - Use of Health and Developmental Screening for every child
 - Small class size and ratios
- QCC expects to launch a revised QCC Quality Matrix and other significant changes in 2020-21
- Other communities provide examples for improving ECE-K12 linkages (i.e. Contra Costa countywide MOU, Orange County, Marin County).

Potential Partners

- The Big Lift
- Early Learning and Care Division at CA Dept of Education
- Child Care Coordinating Council (4Cs)
- Community Colleges
- Early Childhood Language Development Institute (ECLDI)
- QRIS coaches
- State-approved ECE training organizations
- Family and Nanny Institute
- First 5 San Mateo County
- First 5 California
- Golden Gate Regional Center (GGRC)
- Help Me Grow
- Mothers/Parents Clubs
- Program Infant Toddler Caregiving (PITC)
- Quality Counts Region 4 partner counties
- San Mateo County Human Services Agency
- San Mateo County Office of Education
- School Districts
- Special Education Local Plan Area (SELPA)
- StarVista
- Silicon Valley Community Foundation

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CCPC Strategic Goal Area: Workforce

Goal: San Mateo County has a robust, well-trained and well-paid early care and education (ECE) professional workforce with the competencies necessary to provide high-quality ECE experiences for children.

Desired Outcome of Plan: The number of ECE professionals grows; ECE professionals increase their education and compensation.

Strategic Priorities	Recommended Activities (to be finalized by committee)
Increase early care and education professionals' wages	<ul style="list-style-type: none"> <input type="checkbox"/> Advocate for public investments in ECE that raise wages (e.g. higher reimbursement rates and/or tiered reimbursement for quality or levels of education) <input type="checkbox"/> Engage local county officials to understand the ECE Workforce compensation and turnover data and include workforce supports in local ECE funding measure <input type="checkbox"/> Support legislation that addresses cost of living and affordability (e.g. affordable housing, loan forgiveness, low income tax credits, etc.) <input type="checkbox"/> Advocate for increased access and funding for teacher stipends so educators in all ECE settings can participate and at higher stipend levels (AB 212/QRIS Teacher Stipend Program) <input type="checkbox"/> Research national and state practices that have increased funding for wages
Increase the number of qualified early care and education (ECE) professionals in San Mateo County employed in all ECE settings (e.g. centers, family child care homes, etc.)	<ul style="list-style-type: none"> <input type="checkbox"/> Partner with community colleges and other entities to develop innovative recruitment strategies to bring new teachers to the field of ECE (e.g. parents looking to reenter the workforce) <input type="checkbox"/> Partner with efforts that increase access to units, professional development and scholarships <input type="checkbox"/> Support the Community College's ECE Advisory Committee <input type="checkbox"/> Research new state investments in Career Tech Education (CTE) and how the ECE field may benefit <input type="checkbox"/> Bring programs to SMC that support prospective teachers on their educational and career path <input type="checkbox"/> Support efforts to improve and align the Child Development Permit system <input type="checkbox"/> Stay informed of funding opportunities that support career and workforce
Increase opportunities for high-quality professional development and professional support for all levels of the workforce (e.g. teachers, administrators, etc)	<ul style="list-style-type: none"> <input type="checkbox"/> Partner with California Department of Education, community colleges and San Mateo County Office of Education to provide more courses, training and coaching (e.g. leadership, self-care for providers) <input type="checkbox"/> development and promote collaborations to apply for these funding opportunities <input type="checkbox"/> Advocate for partnerships with key 4-year degree granting institutions, ECE student loan forgiveness or scholarship program <input type="checkbox"/> Advocate for funded, transfer ready, AA and BA cohorts

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CCPC Strategic Goal Area: Workforce

Key Data Points

- Why teachers leave:
 - High cost of living in SMC (55%)
 - Low wages/benefits (32%)
 - Staff moving out of the area (31%)
 - Wanting to reduce their commute (29%)
- Average teacher wage = \$22/hour; self-sufficiency wage for adult with two children = \$45/hour

Background/Other Considerations/Definitions

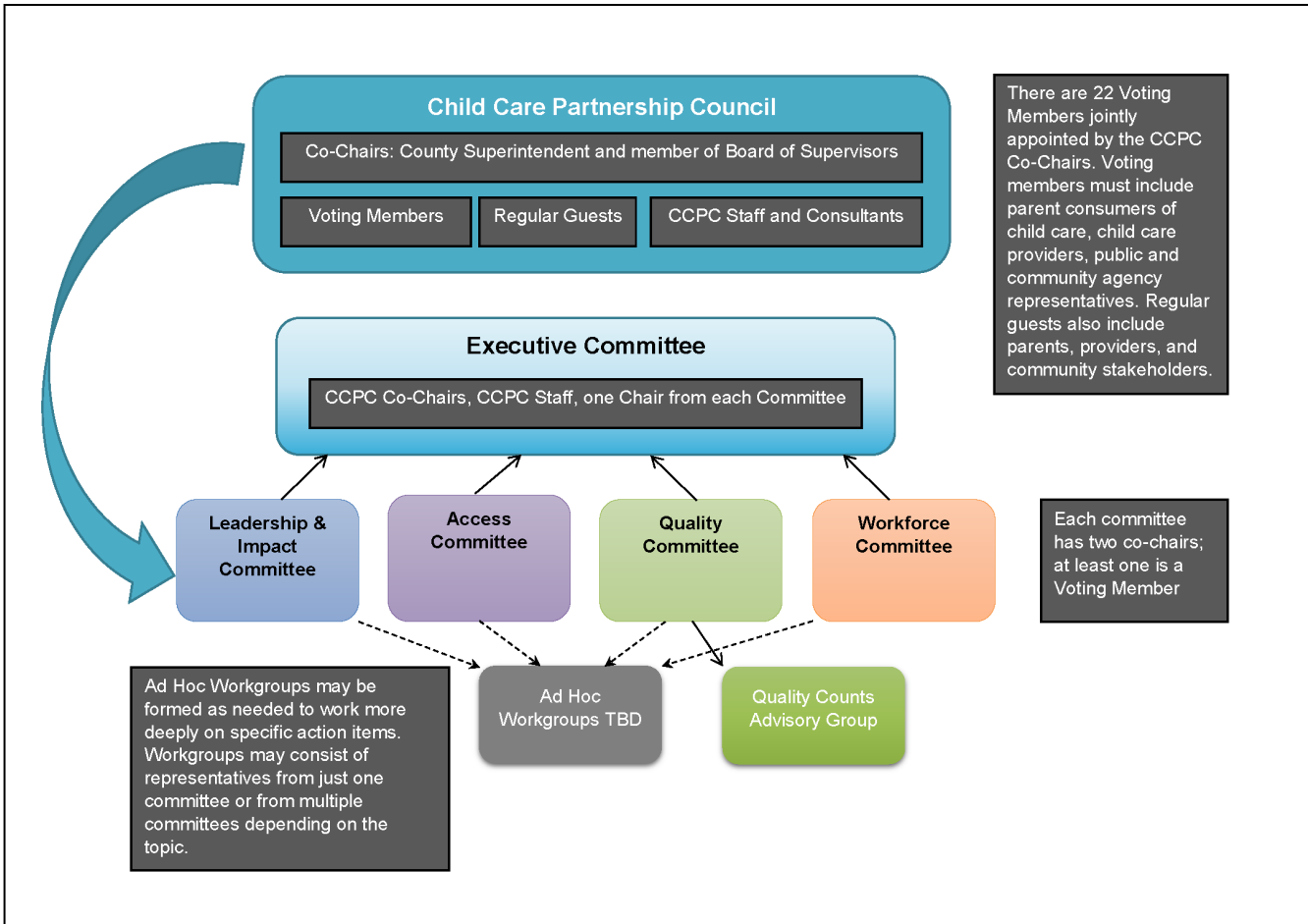
- San Mateo county has been invited to join a CA ECE Workforce Study in 2019-20.
- Other communities, such as San Francisco and Alameda counties, may have models for increasing wages that are proven to work.
- Skyline College has resources to help transferring international students:
<https://skylinecollege.edu/international/apply.php>
- The strategic planning process yielded a number of ideas related to teacher recruitment that included:
 - teaching child development at high school
 - targeting people returning to the labor force, career switchers, parents who want to join the field/stay at home parents
 - incentivizing education by offering tuition-free courses, internships with units, child care, food, and transportation for students
 - developing appealing job descriptions that can be widely used
 - targeting specific college majors for part time positions

Potential Partners

- CA ECE Workforce Registry
- Center for the Study of Child Care Employment
- AAKP/Encore Workforce Development
- Choose Children
- Community Care Licensing
- Community Colleges
- Early Ed U
- Early Learning and Care Division of CA Dept of Education
- First 5 San Mateo County
- First 5 CA and First 5 Association
- Parents groups/clubs
- PlumpJack Foundation
- Promise Project
- Quality Counts California
- Resource & Referral Recruitment Project
- San Francisco State University
- School Districts
- Silicon Valley Childrens Advocacy Network (SVCAN)
- The Big Lift (including The Big Lift Inspiring Summer Program)

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CCPC Structure



Role of Committees:

Each CCPC strategic plan goal area will have its own designated committee. These Goal Area committees will be responsible for:

1. Finalizing the activities of each strategic priority identified under the goal in the five-year strategic plan
2. Developing an annual action plan for its respective goal area
3. Identifying specific community partners for each activity
4. Providing input to the Leadership and Impact committee on the policy and communications frameworks developed

Each committee will have two co-chairs; at least one is a voting member.

In addition to the four committees, there will be an Executive Committee, which consists of the CCPC co-chairs, CCPC staff, and one Chair from each Goal Area committee. The role of the Executive Committee is to ensure the work of each individual Goal Area committee aligns with the CCPC guiding principles and the work across the other committees.

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APPENDIX

Our Approach

The CCPC's plans and advocacy efforts are informed by current research, evidence-based practices and policies, and local needs assessment.

We believe that quality care and early education is achieved through ongoing partnership and collaboration between families, early care and education professionals and all sectors of our community: public, corporate, non-profit and philanthropic.

By **all children birth to age thirteen**, we mean children of all backgrounds, children with special learning and health needs, officially identified or not, children struggling with the effects of poverty, abuse and neglect, children in stable families and children in foster care, children in licensed, license-exempt and informal care settings.

By **ECE Workforce**, we mean family child care home educators, center-based educators at all levels, working in licensed and legally license-exempt centers, as well as the individuals supporting children, families and educators in other capacities, such as family resource workers, enrollment specialists, coaches, mental health consultants. We understand that the ECE Workforce is the essential, critical ingredient for young children's well-being, security and learning.

By **education and professional development**, we mean academic preparation at institutions of higher education, onboarding and in-service training, CA Department of Education-approved training, coaching, and communities of practice.

We believe that education and training will not result in improved experiences for children unless early care and education professionals are paid a living wage and have sufficient time to prepare their learning environments, observe, reflect and plan for the individual children with whom they work and receive ongoing objective, feedback on their teaching practices. Funding for Early Care and Education should include provisions for living wages, professional development and preparation time.

By **early care and education programs**, we mean licensed family child care homes, licensed centers serving infants and toddlers, preschoolers and school-aged children, and legally license-exempt centers, such as those operated by school districts, park and recreation programs, special education preschool classrooms and parent participation nursery schools.

We recognize that many children are cared for in **informal, unregulated care settings** such as relative care, license-exempt family, friends or neighbors, and nannies. The CCPCI looks for opportunities to improve the quality of care in these settings.

We believe that **high quality early care and education** can occur in a wide range of settings, including family child care, center-based care, and legally license-exempt settings. These settings each have unique features that support the needs of individual children and families.

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Regardless of setting, we believe high quality early care and education and child care:

- Prepares children for success in school and life.
- Addresses children's individual needs, age, and all domains of development: social, emotional, physical and cognitive.
- Includes safe, healthy, and well-designed care facilities and environments conducive to learning and exploration.
- Promotes the full inclusion of all children and families through its policies and practices. When we say **inclusion**, we mean that all children are welcomed as full members, participating in the full range of activities, materials and experiences, and receive the supports they and their families need to learn and develop meaningful, positive relationships in their natural environment, early care and education setting.
- Supports educators and caregivers with fair wages, respectful personnel policies, professional growth and advanced education opportunities to the full extent of their ability.
- Responds to the socio-economic, cultural, ethnic, racial and linguistic diversity of their families and community.
- Designs culturally responsive strategies that incorporate knowledge of children and families cultural and linguistic backgrounds and experiences into the curriculum.
- Fosters the development of respectful and meaningful family-teacher partnerships, engaging families in goal-setting for their children and for curriculum, activities and program policies.
- Helps to link families to services and community resources such as health, mental health, and social services and works to develop strong linkages to community partners for the benefit of children and families.
- Seeks alignment and opportunities for warm transitions with Kindergarten through 3rd classrooms and schools their children will attend.
- Assesses their program, practices, and the outcomes for children and sets specific goals for continuous quality improvement and equitable high quality services.