

**DRAFT**  
**CCCC**  
**Implementation Plan**  
**July 1, 2016- June 30, 2018**

## **Introduction and Background**

Calaveras Child Care Council is a collaboration of consumers, service providers, public agencies and other community representatives working together to assess and coordinate the delivery of quality child care services and programs. The Council began their strategic planning process by conducting a needs assessment of the community and developing a written report. Based on the findings of the report, the Council then began the work of developing long-term goals, short term objectives, and the exact strategies to pursue to achieve the objectives. At the conclusion of more than a year of research and planning, the Council created a comprehensive Strategic Plan and an Implementation Plan.

The Strategic Plan is a comprehensive document that details the Council's creation, its mission, vision, guiding principles; the planning process, key stakeholders; and a needs assessment of the child care environment in Calaveras County. The Plan describes the four major focus areas addressed by the long-term goals, short-term objectives and the specific strategies to achieve both. The strategic plan also identifies potential partners, their relationships, and potential contributions to the child care system.

The full Strategic Plan is available as a separate document.

## **Implementation Plan Purpose**

The Implementation Plan defines where to start, who needs to do what, by when, in order to execute the strategies and achieve the overall objectives set forth in the Strategic Plan.

The complete list of all 45 strategies developed during the planning process constitutes a five-year Implementation Plan. However, because a five-year horizon is too far reaching to manage effectively, the Council focused its resources and attention on accomplishing 18 or 31 key strategies during the period of July 1, 2016 and June 30, 2018.

This document details the Implementation Plan specifics for the second and third year. It is a working document used to manage the activities set forth in the strategic plan. As the Council uses and regularly updates the Implementation Plan in pursuit of its long-term goals and short-term objectives, the document will provide an historical perspective of what the Council accomplished and a clear picture of the tasks yet ahead.

| 1     | Strategy A.1.1  | Who        | Start    | End       |
|-------|---|------------|----------|-----------|
| 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. | CCCC staff | 7/1/2016 | 6/30/2018 |

**Tasks:**

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|--|------|-------------|
| 1. This is a public outreach effort, who, what, where, when and why should be answered as the tasks are developed. Who will do this, what types of media (what resources), where will it occur (media, print, etc.), when will it happen and why should be the outcomes. | 6/16 | 6/18        |
| 2. Assemble all programs' outreach material and identify a consistent message to highlight throughout – does this include QRIS messaging?  | 5/17 | <b>6/17</b> |
| 3. Identify additional input needed from partners.   | 5/17 | 6/17        |
| 4. Promote to providers, parents, local policymakers, businesses through dissemination of materials, websites, radio, theatre, presentations.  | 6/17 | 6/18        |

**Outcomes:** An increase in questions regarding quality and QRIS to all types of early care and education providers.

**Cost: TBD**

**Partners:** QRIS consortium, R&R, State Preschool, Head Start & Early Head Start, ECE staff and providers.

**Performance measure:** Increased calls to the child care resource and referral program related to quality. Higher rate of 0-12 year-olds, who live in dual working or single parent households, in licensed and licensed exempt child care programs.

Higher rate of 3 to 5-year-old participation in some form of preschool, school readiness or transitional kindergarten program.

| Strategy A.2.2 |  | Who  | Start    | End       |
|----------------|--|------|----------|-----------|
| 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 General Plan. | CCCC | 7/1/2016 | 6/30/2018 |

**Tasks:**

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|--|---------|---------|
| 1. Review existing land use policies to identify gaps/barriers (General Plan, Business Permits, Fire Clearance regulations). | 7/16    | 5/18    |
| 2. Attend Calaveras Planning Coalition meetings, advocate as appropriate for inclusion of child care policies.               | Ongoing | Ongoing |
| 3. Attend General Plan meetings, advocate as appropriate for inclusion of child care policies.                               | Ongoing | Ongoing |
| 4. Work with Departments to encourage reduced barriers due to policies and/or practices.                                     | Ongoing | Ongoing |

**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 development.

**Cost:** Time, printing of documents.

**Partners:** local policymakers, Planning Department, Planning Commission

**Performance measure:** Number of times child care and/or early care and education is mentioned in public planning and implementation documents.

Reduced antidotal feedback from newly licensed family child care providers that they are receiving confusing or conflicting information from city/county departments.

| Strategy A.4.1 |  | Who  | Start    | End     |
|----------------|--|------|----------|---------|
| A.4.1          | Communicate the role and identity for the Calaveras Child Care Council to public agencies, non-profits, and community groups that work with children and address children's needs. | CCCC | 7/1/2016 | 6/30/18 |

**Tasks:**

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|---|--------|---------|
| 1. A.1.1 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. | 7/1/16 | 6/30/18 |
| 2. A.1.2 Partner with planners in the County to add child care policies to the housing, land use, transportation, economic development, and other elements of the General Plan.   | 7/1/16 | 6/30/18 |
| 3. 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.   | 4/17   | 4/18    |
| 4. Place ads in local newspapers and radio encouraging parents to recognize and thank child care providers.   | 5/17   | 5/17    |
| 5. Review current CCCC brochure and information and update as needed. Have packets prepared in advance and on demand to disseminate at meetings and events.   | 7/16   | ongoing |
| 6. Identify public agencies, non-profits, and community groups that will not receive information through the activities related to the strategies listed above and develop a plan to educate them on the CCCC's role.           | 1/17   | 3/18    |
| 7. Request partner agencies to provide a CCCC link on their website.  | 5/17   | ongoing |

**Outcomes:** Better name recognition for the CCCC.

**Cost:** time and materials

**Performance measure:** Not quantifiable

| Strategy B.1-3 |   | Who  | Start    | End       |
|----------------|---|------|----------|-----------|
| B.1.3          | Advocate to State and Federal representatives for increased funding for low-income families | CCCC | 7/1/2016 | 6/30/2018 |

**Tasks:**

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|--|---|
| <ol style="list-style-type: none"> <li>1. Report on State and Federal funding considerations at monthly meetings.</li> <li>2. Develop responses to policy considerations.</li> <li>3. Disseminate to elected officials.</li> </ol> | <p>Ongoing<br/>7/16</p> <p>Ongoing<br/>5/18</p> |
|--|---|

**Outcomes:** Increase in subsidized child care usage and spaces for infants and toddlers.

**Partners:** The Resource Connection, Resource & Referral, CCIP; CCOE Child Development Programs, CUSD Child Development Programs, The Resource Connection, Early Childhood Programs

**Performance measure:** Number of subsidized spaces and vacancies for subsidized child care and Early Head Start.

| Strategy B.2.1, B.2-2 |   | Who | Start    | End       |
|-----------------------|---|-----|----------|-----------|
| 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. |     | 7/1/2016 | 6/30/2018 |
| B.2.2                 | Work with child care advocacy groups to encourage more innovative programs and funding sources.   |     |          |           |

**Tasks:**

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|---|-------------------------|
| <ol style="list-style-type: none"> <li>1. Share information at monthly CCCC meetings.</li> <li>2. Collaborate with advocacy groups and representatives to develop strong appeal.</li> <li>3. Contact elected officials and encourage support.</li> <li>4. Post information that encourage education and support to CCCC website and Facebook site.</li> </ol> | <p>7/16</p> <p>5/18</p> |
|---|-------------------------|

| Strategy B.2.3 |   | Who              | Start    | End       |
|----------------|---|------------------|----------|-----------|
| 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. | Ad Hoc Committee | 7/1/2016 | 6/30/2018 |

**Tasks:**

- |   |      |      |
|---|------|------|
| 1. Develop presentation/campaign for county, employers, etc. to understand employees' child care needs. | 7/16 | 5/18 |
| 2. Develop process for receiving donations for families and child care providers.                       | 7/17 | 6/18 |

**Outcomes:** increase in the availability and use of financial assistance for child care.

**Partners:** local businesses, Chamber, Business Associations

**Performance measure:** New policies, programs, and local funding sources for bridging the "income gap."

| Strategy C.1.2 |   | Who | Start    | End       |
|----------------|---|-----|----------|-----------|
| C.1.2          | Educate policymakers and funders at all levels of government about the barriers to increasing capacity in rural and low-income communities. |     | 7/1/2016 | 6/30/2018 |

**Tasks:**

- |   |       |       |
|---|-------|-------|
| 1. Create FACT sheet on current supply and gaps.                              | 7/16  | 5/18  |
| 2. Create FACT sheet on needs and challenges of families in Calaveras County. | 10/17 | 12/17 |
| 3. Disseminate to elected officials and funders.                              | 1/18  | 6/18  |

**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.

**Partners:** R&R, Strong Start Calaveras

**Performance measure:** The supply of child care by age, type and location (i.e., community planning areas).

| Strategy C.2.2   |  | Who                         | Start    | End       |
|--|--|-----------------------------|----------|-----------|
| C.2.2  | Expand infant and toddler programs in underserved areas of the County. | R&R, CCIP, Early Head Start | 7/1/2016 | 6/30/2018 |
| <b>Tasks:</b>  |  |                             |          |           |
| 1. Promote infant care training to existing and potential child care providers.  |  |                             | 7/16     | ongoing   |
| 2. Report back to CCCC on findings   |  |                             | 9/17     | 6/18      |
| <b>Outcomes:</b> The supply of infant care spaces countywide increases by 10%, or 15 spaces, over the next five years.         |  |                             |          |           |
| <b>Partners:</b> R&R, Early Head Start   |  |                             |          |           |
| <b>Performance measure:</b> The supply of infant and toddler care by age, type, and location (i.e., community planning areas). |  |                             |          |           |

| Strategy C.2.3 |   | Who  | Start    | End       |
|----------------|---|------|----------|-----------|
| C.2.3          | Network with local community and private colleges to ensure that courses regarding infants and toddlers are offered in the County | CCCC | 7/1/2016 | 6/30/2018 |

**Tasks:**

1. Reach out to Columbia College, Delta College, and other private colleges for an update on courses regarding infant and toddler development 7/16 5/18
2. Participate in Advisory Committees, advocate for accessible courses and report back to CCCC.

**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.

**Partners:** Columbia College, San Joaquin Delta, private colleges

**Performance measure:** The supply of child care by age, type and location (i.e., community planning areas).



| Strategy C.3.2 |  | Who | Start    | End       |
|----------------|--|-----|----------|-----------|
| 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. |     | 7/1/2016 | 6/30/2018 |

**Tasks:**

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|--|--|------|---------|
| 1. Participate in IMPACT   |  | 7/16 | 5/18    |
| 2. Encourage local contractors to participate in the development and participation in local QRIS.  |  | 5/17 | Ongoing |
| 3. Encourage local contractors to apply for or to work with neighboring counties to apply for CDE QRIS funding for State Preschool programs. |  | 6/17 | Ongoing |

**Outcomes:** An increase in the number of children receiving quality preschool services in the County.

**Partners:** CCOE, CUSD, San Joaquin COE, IMPACT Consortium

**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.

| Strategy C.4.1 |  | Who | Start    | End       |
|----------------|--|-----|----------|-----------|
| 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. |     | 7/1/2016 | 6/30/2018 |

**Tasks:**

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|---|--|-------|-------|
| 1. Develop snap shot of current programs and gaps.  |  | 8/1   | 10/17 |
| 2. Identify the current partners and youth programs available in areas where gaps are identified. |  | 10/17 | 11/17 |
| 3. Develop plan to increase availability and accessibility of programs.                           |  | 10/17 | 11/17 |
| 4. Develop and implement outreach strategy to gain family and youth interest                      |  |       |       |

**Outcomes:** An increase in the number of school age spaces by 10% countywide.

**Partners:** local communities

**Performance measure:** The supply of child care by age, type, and location (i.e., community planning areas).

2016-2018

| Strategy C.4.2 |  | Who | Start    | End       |
|----------------|--|-----|----------|-----------|
| C.4.2          | To the extent possible, increase ASES/21 <sup>st</sup> Century programs throughout the County, where eligible. |     | 7/1/2016 | 6/30/2018 |

**Tasks:**

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|---|------|------|
| 1. Request report from local School Age providers on the status, successes and challenges of past and current programs. | 1/18 | 1/18 |
| 2. Identify how the CCCC can offer support that could increase access throughout the county.                            | 1/18 | 1/18 |
| 3.  |      |      |

**Outcomes:** An increase in the number of school age spaces by 10% countywide.

**Partners:** School-age programs, CUSD, CCOE Extended Day Programs, local recreation programs

**Performance measure:** The supply of child care by age, type, and location (i.e., community planning areas).

| Strategy C.6.3 |  | Who | Start    | End       |
|----------------|--|-----|----------|-----------|
| C.6.3          | Through existing newsletters, educate child care providers about current mandates and legislation regarding children with special needs. |     | 7/1/2016 | 6/30/2018 |

**Tasks:**

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|--|-------|---------|
| 1. Gather information on regulations and best practices related to serving children with special needs | 9/17  | 11/17   |
| 2. Develop outreach materials for ECE programs on available resources                                  | 11/17 | 1/18    |
| 3. Publish articles and resource materials to R&R Newsletter and CCCC Facebook site                    | 2/18  | Ongoing |
| 4. Convene a group to update the Purple Manual – All Children Are Special                              | 2/18  | Ongoing |

**Outcomes:** An increase in the number of special needs children served by 10% countywide.

**Partners:** UC Davis Family Child Care At Its Best Working with Children with Special Needs Training, R&R

**Performance measure:** The supply of child care by age, type, and location (i.e., community planning areas).

| Strategy D.1.1 |   | Who | Start    | End       |
|----------------|---|-----|----------|-----------|
| D.1.1          | Continue to sustain, support and increase funding for 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. |     | 7/1/2016 | 6/30/2018 |

**Tasks:**

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|---|------|---------|
| 1. Monitor AB 212 funding and report back to CCCC   | 4/17 | 5/17    |
| 2. Develop response to CDE regarding impact of eliminating AB 212 funding in counties that do not participate in CDE funded QRIS. | 4/17 | 5/17    |
| 3. Encourage IMPACT or other funding to include incentives/support for ECE staff education and professional development.          | 4/17 | Ongoing |

**Outcomes:** Increase education and training levels of local ECE teachers and child care staff.

**Partners:** Strong Start Calaveras Consortium

**Performance measure:** Education levels of existing and new teachers and staff.

| Strategy D.1.3 |   | Who | Start    | End       |
|----------------|---|-----|----------|-----------|
| D.1.3          | Develop an ongoing incentive program to encourage child care providers to attend, track and report on education and training. |     | 7/1/2016 | 6/30/2018 |

**Tasks:**

- |   |      |      |
|---|------|------|
| 1. Report to CCCC on success and challenges of AB 212 grants  | 5/17 | 5/17 |
| 2. Report to CCCC on success and challenges of CCIP   | 5/17 | 5/17 |
| 3. Identify providers that do not currently benefit from available incentive programs   | 5/17 | 5/17 |
| 4. Review child care provider survey results that indicate interest in participating in education/professional development opportunities. | 6/17 | 6/17 |
| 5. Review AB212, CCIP and IMPACT funding to identify if gaps will be met or if additional resources will be beneficial.                   | 6/17 | 6/17 |

**Outcomes:** Increase education and training levels of local ECE teachers and child care staff.

**Partners:** R&R, Strong Start Calaveras Consortium

**Performance measure:** Education levels of existing and new teachers and staff.

| Strategy D.2.4 |  | Who | Start    | End       |
|----------------|--|-----|----------|-----------|
| D.2.4          | Continue to support early child care and education intern program and opportunities for high school students throughout the County |     | 7/1/2016 | 6/30/2018 |

**Tasks:**

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|---|------|------|
| 1. Request presentation from CUSD to gain knowledge of how programs are working   | 7/17 | 7/17 |
| 2. Promote positive outcomes of programs to community and funders if appropriate. | 8/17 | 8/17 |

**This program was discontinued, school district is working with Columbia College to develop a more formal program.**

- |  |      |      |
|--|------|------|
| 3. Invite Principals of Calaveras High and Bret Harte to update CCCC on high school ECE programs | 2/18 | 5/18 |
|--|------|------|

**Outcomes:** Increase education and training levels of local teachers and providers and new workers in the field.

**Partners:** CUSD, Columbia College

**Performance measure:** Education levels of existing and new teachers and staff.

| Strategy D.5.1 |   | Who | Start    | End       |
|----------------|---|-----|----------|-----------|
| 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. |     | 7/1/2016 | 6/30/2018 |

**Tasks:**

- |   |              |          |
|---|--------------|----------|
| 1. Participate in local CDE funded QRIS and/or IMPACT efforts.                                | 7/16         | 5/18     |
| 2. Report to CCCC on status, activities and outcomes.   | Ongoing      |          |
| 3. Support efforts by including education and outreach materials in CCCC packets, website and | As developed | Ongoing. |

Facebook site.

**Outcomes:** Professional development and training opportunities will meet existing funder requirements as well as QRIS standards.

**Partners:** First 5, Strong Start Calaveras Consortium, R&R

**Performance measure:** ECE staff will report sufficient access to professional development opportunities.