



**LOCAL CHILD CARE
PLANNING COUNCIL**
— BUTTE COUNTY —

STRATEGIC PLAN 2023-28

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GLOSSARY OF TERMS

A	ASES	After School Education and Safety Program
B	BCOE	Butte County Office of Education
C	CCIP	Child Care Initiative Project
	CCTR	General Child Care & Development Contracts
	CDE	California Department of Education
	CDSS	California Department of Social Services
	CSPP	California State Preschool Program
D	DEI	Diversity, Equity, and Inclusion
	DGS	Department of General Services
E	ELOP	Expanded Learning Opportunities Program
	ECSEN	CA Early Childhood Special Education Network
H	HMG	Help Me Grow program
I	IEEEP	Inclusive Early Education Expansion Program
	IEP	Individualized Education Plan
	IFSP	Individualized Family Service Plan
	IPP	Individualized Program Plan
K	K-12	Kindergarten through Grade 12
	TK/K	Transitional Kindergarten and Kindergarten
L	LEA	Local Education Agency
	LPC	Local Planning Council
M	MDS	Mixed Delivery Systems
P	PEI	Prevention and Early Intervention
Q	QCC	Quality Counts California
R	R&R	Resources and Referral: A reference to Valley Oak Children's Services which serves as a resource and referral agency for Butte County child care and early learning services
T	TK	Transitional Kindergarten: Refers to the grade prior to the kindergarten year – administered by LEAs (Local Education Agencies)
U	UPK	Universal Pre-Kindergarten: Refers to the mixed-delivery system of early learning and care for California's three- and four-year-olds; inclusive of CSPP, Head Start, TK, Expanded Learning programs, and community-based organizations
	UTK	Universal Transitional Kindergarten: Refers to universal access for California four-year-olds to public education the year prior to kindergarten



INTRODUCTION

BACKGROUND

The Butte County Local Child Care Planning Council (LPC) plans and coordinates child care and development services through a collaborative effort of individuals, public agencies, and private organizations. The Council serves as an advisory body to the Butte County Board of Supervisors, the Superintendent of Schools, and the First 5 Butte County Children and Families Commission. The role of the LPC encompasses:



- Assessment of early child care and education needs
- Planning for specialized child care systems through collaborative partnerships
- Development of policy proposals
- Making recommendations regarding priorities related to early learning and child care services

LPC MISSION

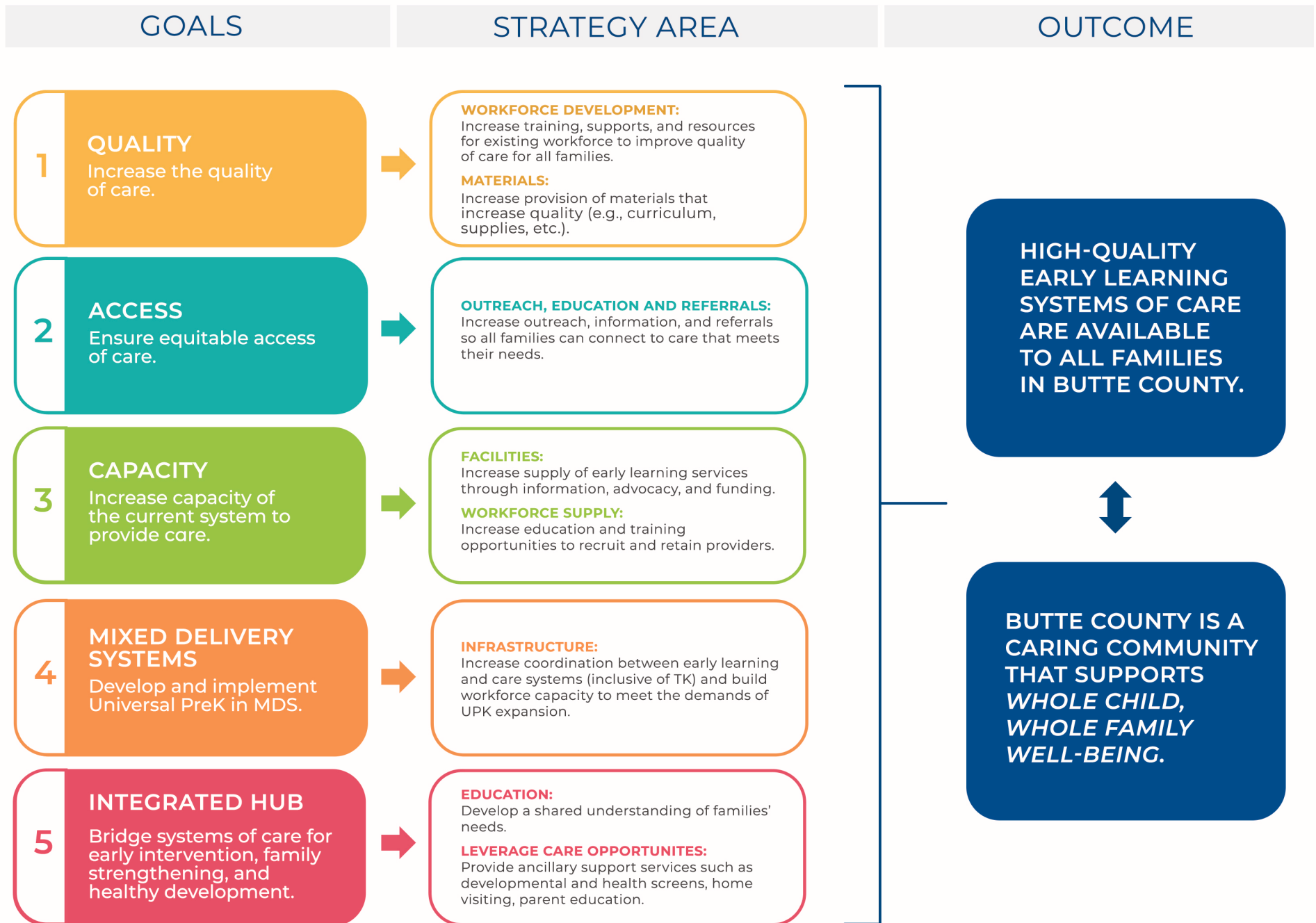
The Butte County Local Child Care Planning Council is actively committed to collaborative promotion and support of affordable, available, accessible, high-quality early learning and care services, to meet the diverse needs of Butte County children and families.

PURPOSE OF THE STRATEGIC PLAN

Following the Child Care Needs Assessment conducted in 2022, the Butte County Local Child Care Planning Council (LPC) sought to engage local partners in identifying priority outcomes, goals, and strategies to better meet child care and early learning needs of local families. To facilitate this process, the LPC has contracted Applied Survey Research (ASR) to coordinate and summarize the received input, presented in this report.

The report is structured according to the **Strategic Framework** for the years 2023-2028, which outlines five goals and nine strategy areas to support two broad outcomes: high quality of care and caring community (see p.5).

STRATEGIC FRAMEWORK



STRATEGIC OUTCOMES

Butte County Local Child Care Planning Council (LPC) Data Team has collected and reviewed input from partners on how to prioritize and address child care needs that were identified as part of the Child Care Needs Assessment, conducted in 2022. As the result of these efforts, the LPC has identified two overarching outcomes that the current strategic plan aims to achieve.



The first outcome is to promote high quality of the early learning systems of care available to all families in Butte County.

The LPC seeks to reduce disparities in care, improve child outcomes, and increase families' satisfaction with services by supporting local providers in attaining and sustaining high quality of care. This vision will ensure alignment of child care services with the competencies and benchmarks set forth by the child care quality improvement initiatives, as well as general best practices in child care and early learning.



The second outcome is to strengthen caring community that supports whole child, whole family wellbeing.

The LPC prioritizes efforts to expand availability and accessibility of child care as critical to supporting positive child development and family functioning. Moreover, the Council assumes an active role in family strengthening initiatives, by building relationships between key community partners, providers, and families, with the goal of promoting and supporting physical, mental, and emotional health of children and their families.

By prioritizing these outcomes, the strategic plan aims to create a strong foundation for the future success and well-being of Butte County children, families, and communities, while building and strengthening partnerships.

LPC PARTNERS

LPC aims to attain each outcome through cross-systems, multifunctional partnerships. Partnerships include, but are not limited to:



Valley Oak
Children's Services



Butte County
Office of Education



Help Me Grow
Program



First 5
Butte County

STRATEGIC GOALS

To address the two interconnected outcomes of quality care and caring communities, to help better meet the needs of families and providers, the LPC has identified five goal areas, as summarized in the chart below.



1. CHILD CARE QUALITY

Increase the quality of care and early learning settings for all Butte County children



2. ACCESS TO CARE

Ensure equitable access to care for all Butte County children



3. CHILD CARE CAPACITY

Increase capacity of the current child care and early learning systems



4. MIXED DELIVERY SYSTEMS

Develop and Implement Mixed Delivery Systems for Universal Pre-Kindergarten



5. INTEGRATED SERVICES HUB

Bridge systems of care for PEI, Family Strengthening, and Healthy Child Development

Each of the aforementioned goals is intended to be addressed via goal-specific strategies and activities, as outlined in the following sections of this report.

TARGET POPULATION

The goals and related strategies aim to reduce disparities in wellbeing amongst Butte County children. Therefore, particular attention will be given to ensure our strategies reach the following groups:

- infants, toddlers, preschool- and school-age children
- children from low-income families and single parent households
- children from all socio-cultural and racial-ethnic backgrounds, including tribal membership/citizenship
- children with exceptional needs (e.g., those who may be served through IFSP/504/IPP/IEP plans)
- children considered as special populations (e.g., children from immigrant, homeless or housing-insecure, food-insecure, undocumented, bilingual households and children with traumatic histories, including foster children)



2023-28 GOALS

STRATEGIES & ACTIVITIES

GOAL 1

QUALITY IMPROVEMENT



The first goal set forth in the current strategic plan is to increase the quality of care and early learning settings for all Butte County Children. The LPC team has outlined two broad strategy areas to address child care quality improvement goal:

1. WORKFORCE DEVELOPMENT

The LPC proposes the following key strategies and activities to support a qualified workforce of early child care professionals:

A. Leverage local opportunities to support adequate living wages for providers.

- Identify and disseminate resources available to support staff salaries.
- Advocate for wage increases and other material supports and resources for providers.

B. Increase awareness, outreach, and communication regarding professional development opportunities.

- Aggregate, organize, and disseminate a list of professional training opportunities and quality resources among providers.
- Take inventory of equitable training and development opportunities, including multilingual access to training and other inclusive practices..

C. Support promotion of providers on the Career Lattice and the Child Development Permit Matrix.

- Identify and address barriers that providers face to move up the career ladder.
- Create and distribute educational materials detailing pathways and resources to obtain licensure and permits and opportunities to participate in the Quality Improvement Initiatives.

D. Expand the range of professional development and networking opportunities on the topics of:

- Techniques and instructional strategies for children ages 0-3 and 4-5.
- Family engagement and family strengthening (e.g., Brazelton Touchpoints Center, protective factors, and family-centered, trauma-informed approach).
- DEI training (cultural sensitivity, home cultures and traditions, anti-bias competencies to support black and indigenous people of color, etc.).
- Specialized training to support children with exceptional needs (IFSP/504/IPP/IEP plans) and special populations (foster, homeless, traumatized families and children, those affected by natural disasters, etc.)

E. Braid and leverage funding and technical assistance to support providers working with younger children (UPK and CCTR funds), school-aged children (ELOP, Region 2 BCOE), children with exceptional needs (ECSEN, HMG), etc.

2. HIGH QUALITY CURRICULA, MATERIALS, AND SUPPLIES

The LPC proposes the following key strategies and activities to expand provider access to quality curriculum, materials, supplies, and other resources:

A. Identify and address gaps and opportunities to strengthen the quality of the existing curricula, materials, and supplies available to providers.

- Aggregate, organize, and disseminate a list of recommended quality materials and resources (e.g., Lending library resources, mental health checkout kits, etc.).
- Acquire and make available quality curricula and supplies, including adaptive equipment and materials, to better serve children with exceptional needs and special populations.

B. Identify, aggregate, and disseminate a list of funding opportunities aimed to meet quality standards for child care and early education materials and supplies.

C. Explore opportunities to shape the quality-of-care standards as part of the Butte Quality Consortium.



GOAL 2

ACCESSIBILITY EXPANSION



The second goal set by the LPC addresses the need for expansion and improvement of equitable consumer access to child care for all Butte County Children. To expand and equalize access to child care and early learning, the LPC proposes the following key strategies and activities:

1. INFORMATION-SHARING, OUTREACH, AND REFERRALS

A. Evaluate the needs of diverse local communities and the gaps in current information-sharing systems.

- Identify needs and barriers to accessing care for families from all socio-cultural groups, children with exceptional needs, special populations, etc.
- Identify strengths and gaps of current information-sharing systems across population subgroups (e.g., those who may benefit from culturally sensitive, inclusive, accessible information on subsidized care and eligibility, care for single parents, siblings, school-aged children, children with exceptional needs, special populations).

B. Expand outreach to families through targeted communication, in coordination with LPC partners.

- Develop accessible messaging that reflects community diversity and accounts for barriers to child care and early learning specific to each population group (low-income families, socio-cultural groups, children with exceptional needs and special populations, etc.).
- Identify accessible centralized information-sharing locations, to promote countywide communications and service coordination (e.g., HMG, R&R, or sub-LPC websites).
- Expand coordinated outreach efforts (e.g., connecting families to state or subsidized and private child care options, UPK, afterschool care, and care for children with exceptional needs and special populations via R&R, mychildcare.gov, BCOE, schools, etc.).

C. Strengthen referral processes through cross-systems collaborations with LPC partners.

- Conduct outreach with partners to raise awareness of available child care options and resources that families can access to navigate around barriers specific to each population group (e.g., transportation for afterschool care, IFSP/504/IPP/IEP plans, subsidized slots, etc.).
- Map out referral infrastructure between private and state child care programs, UPK, and afterschool care, accounting for barriers to care (e.g., availability, eligibility, transportation, etc.) for each population group.
- Offer technical assistance supports to LPC partners (e.g., R&R, HMG) to incorporate warm handoff referral processes and electronic applications for child care and early learning programs.

D. Advocate and educate local governments and partners regarding gaps in care and challenges faced by diverse communities (stratified by age, socio-cultural, and high-needs groups) in accessing child care.

GOAL 3

CAPACITY EXPANSION



The Butte County LPC set out to expand the child care and early learning capacity. To increase capacity of child care and early learning, the LPC proposes the following key strategies and activities:

1. INCREASE SUPPLY OF CHILD CARE

A. Evaluate unmet needs for care and accommodations and identify challenges in accessing care across population groups (e.g., ELOP-eligible children, UPK-eligible children, following eligibility threshold increase from 85% to 100%, children with exceptional needs and special populations).

- Define the role of LPC and LPC partners in developing strategies to support targeted expansion of child care facilities to each population group.

B. Develop expertise and disseminate information on funding opportunities (e.g., UPK, ELOP, CCTR, IEEEP, ASES, CDSS, CDE, DGS TK-12 Facilities Expansion, and other funds) to expand or improve facilities and child care spaces to better serve diverse population groups.

- Provide assistance to secure funding and regional TA supports for entities seeking to expand or improve early learning facilities/spaces for each population group (e.g., afterschool care, UPK, care for children with exceptional needs, special populations, and geographies affected by natural disasters, pandemic, etc.).

C. Develop expertise and educate LPC partners on relevant development impact fee ordinances, policies, and oversight related to zoning and community planning requirements for child care facilities.

- Advocate at the city level for the inclusion of facility spaces in community planning, representative of local geographies and community needs (including children with exceptional needs, special populations, socio-cultural groups, etc.).

2. INCREASE SUPPLY OF WORKFORCE

A. Partner with the Workforce Development Committee to address workforce gaps by expanding recruitment and hiring of staff across all county geographies, including areas affected by natural disasters and the pandemic.

- Identify workforce needs and strategies to address barriers to staff retention and to promote workforce diversification, representative of local geographic needs and population groups.

B. Work with community partners (e.g., schools, colleges) to create and disseminate information related to training and recruitment of new providers.

- Create messaging to raise awareness of the need for child care providers, the benefits, and the requirements of pursuing a career in early childhood education.

C. Aggregate and share funding opportunities for prospective and current educators.

- Reduce barriers and incentivize access to higher education opportunities by securing and leveraging funding from the Early Educator Teacher Development Grant, Workforce Pathways Grant, Valley Oak CCIP Funding, Teacher Residency Program for TK, etc.

D. Explore the role of LPC in developing infrastructure to increase workforce supply, in partnership with local agencies.

- Identify opportunities for community engagement and technical assistance supports (e.g., job boards, advising committees, employment center at the social services, R&R, small businesses, etc.) to expand access to accreditation and support recruitment efforts.
- Leverage cross-agency collaborations (high schools, colleges) to offer practicum, internships, on-the-job shadowing, and other immersive experiences, for prospective applicants.



MIXED DELIVERY SYSTEMS EXPANSION AND COORDINATION



LPC is committed to facilitating a successful implementation of the Universal Pre-Kindergarten (UPK) via Mixed Delivery Systems (MDS), and proposes the following key strategies and activities:

1. SUPPORT UPK INFRASTRUCTURE & BUILD WORKFORCE CAPACITY

A. Evaluate potential cross-systems effects of UPK expansion on quality, capacity, and continuity of care, consumer access and movement, etc.

- Review families, providers, and community partners suggestions and concerns related to UPK expansion for each group (children of various ages and socio-cultural backgrounds, children with exceptional needs, special populations, etc.).

B. Develop partnerships vital to successful integration of UPK into the MDS.

- Convene Butte UPK Network to build and strengthen partnerships to develop MDS-targeted strategies.
- Identify, educate, and engage community agencies and individual providers in UPK transition processes.

C. Provide targeted training and technical assistance for UPK expansion, specific to providers working with different age groups, socio-cultural groups, children with exceptional needs and special populations.



BRIDGING SYSTEMS OF CARE (INTEGRATED HUB)



Butte LPC seeks to bridge systems of care for prevention and early intervention, family strengthening, and healthy child development. The LPC proposes the following key strategies and activities to support knowledge and utilization of local community resources:

1. UNDERSTANDING OF FAMILIES' NEEDS AND TO EDUCATE PROVIDERS AND PARTNERS

A. Take inventory and educate local providers on the strengths, needs, and barriers to services in their community (e.g., age, socio-cultural background, children with exceptional needs, special populations).

B. Compile a directory and raise awareness of local programs and services among providers and families.

- Create targeted communications for families, highlighting the services best suited for each group (age- and socio-cultural groups, children with exceptional needs, special populations, etc.).
- Educate providers on programs and resources (e.g., home visiting, transportation services, child screenings, distributions, and assistance programs, etc.) available to children and families of various ages and socio-cultural and economic backgrounds (including for children with exceptional needs, special populations, etc.).

2. LEVERAGE CARE OPPORTUNITIES TO PROVIDE ANCILLARY SUPPORTS TO FAMILIES

A. Convene a multisector team to collaborate with LPC to better serve children of various ages and socio-cultural groups, children with exceptional needs, special populations, etc.).

- Engage community partners in identifying and supporting children from diverse backgrounds.
- Establish processes for identifying families who can benefit from community supports (e.g., screenings, IFPS-to-IEP transitions, language supports, home visitation, parent education, material supports, and more)..
- Enhance cross-systems communication between providers and community partners and provide technical assistance to facilitate referrals and information-sharing.

B. Advocate for needed change at the local and state levels by raising awareness and supporting legislation:

- To promote recommended teacher-student ratios and best/evidence-based practices..
- To expand limited local representation of local population groups at the city, county, and state level.
- To support development of workforce competencies to better meet the needs of special populations and children with exceptional needs.
- To increase resources funneled into local communities, based on community needs.
- To develop infrastructure supporting transitions between various types of care (e.g., from IFSP for ages 0-2 years to IEP for children ages three and up; from child care to preschool; from preschool to TK/K, etc.).