



Summary of Principles

Principle I:

Santa Cruz County must **build capacity** in the areas of adequate supply, parental choice and quality environments for all children in early care and education and school age extended learning programs.

Principle II:

Santa Cruz County must expand financial support for and public awareness of services to assure that all families have **access** to affordable early care and education and school age extended learning programs.

Principle III:

Santa Cruz County must involve business, community and local government support to **increase resources** for working families and to ensure quality care and education programs.

Principle IV:

Santa Cruz County must **increase linkages** amongst early care and education and school age extended learning programs, schools, health and mental health services, family assistance programs, parent education and support services, libraries, food programs, health/safety programs and transportation, to ensure a seamless network of support for families.

Principle V:

Santa Cruz County must provide a comprehensive and efficient system of **professional and career development** for the early care and education and school age extended learning workforce.

Principle VI:

Santa Cruz County must implement a formal system to **plan and evaluate** local investments in early care and education and school age extended learning programs.

Terms and Definitions

The following terms are defined here and used throughout the document:

ECE (ECE): The term ECE refers to services intended to encourage children’s development and to provide care to children enabling parents to work or receive training. This term is generally used to denote services for children under six years old and is often used interchangeably with the terms child care, child development, early childhood education and preschool.

School Age Extended Learning (SAEL): The term School Age Extended Learning programs refers to before and after school and summer programs for 5-13 year old children including academic classes/remedial services (e.g. homework assistance, tutoring services, standardized testing skills/tutoring), afterschool enrichment (e.g. arts, computer skills, community service, field trips, career skills/exploration), positive youth development (e.g. leadership skills, social and communication skills, decision-making and life management, conflict management, mentoring) and recreation (e.g. recreational sports/exercise, unstructured play).

List of Acronyms

The following acronyms are used throughout this document:

CAEYC	California Association for the Education of Young Children
CCAIEYC	Central Coast Association for the Education of Young Children
CCPC	Local Child Care Planning Council
CDRC	Child Development Resource Center
COE	County Office of Education
ECE	Early Care and Education
HRA	Human Resources Agency
NAEYC	National Association for the Education of Young Children
SAEL	School Age Extended Learning
SPC	Subsidized Programs Consortium
ADA	Americans with Disabilities Act

Principle I:

Santa Cruz County must build capacity in the areas of adequate supply, parental choice and quality environments for all children in ECE and SAEL programs.

Goal I: Assess the supply of infant/toddler, preschool and SAEL programs.

Implementation Strategies	Potential Implementers
a) Conduct an annual assessment of licensed ECE and SAEL program supply and vacancies by age group. Vacancy rates should be calculated based on preferred rather than licensed capacity.	CDRC Voucher Project
b) Conduct an annual assessment of anticipated ECE needs of CalWORKS participants.	HRA Voucher Project
c) Develop a Needs Assessment documenting local demographics and the status of ECE and SAEL programs in Santa Cruz County.	CCPC CDRC
d) Conduct a specific assessment of preschool supply and demand including number of 3-5 year olds, projected participation rate, currently subsidized preschool spaces and unmet need, currently available facilities/facilities needs, workforce development and infrastructure needs.	COE

Goal II: Maintain and expand the supply of infant/toddler, preschool and school age programs.

Implementation Strategies	Potential Implementers
a) Advocate for and pursue new funding opportunities to increase capacity based on actual and projected consumer needs.	CCPC
b) Ensure the full utilization of existing funding for infant/toddler, preschool and SAEL spaces in the county.	
c) Utilize on-going data collection for planning and capacity building.	CCPC CDRC
d) Work with the County of Santa Cruz, fire departments, city planning departments, and California Community Care Licensing to alleviate obstacles and barriers related to regulations for centers and family child care homes.	CCPC
e) Promote the inclusion of infant/toddler, preschool and SAEL programs in new commercial and residential developments, on or near work sites, near transit centers, and park and ride locations.	CCPC
f) Expand existing and develop new micro-loan programs for maintenance, repair, and expansion of facilities.	HRA Developer Fee Loan Program CCPC
g) Work with school districts, non-profit and sole proprietor programs to explore extended learning and summer program options on all elementary and middle school sites and non-school based sites.	CCPC School Districts
h) Support the collaboration of child care agencies to provide financially viable infant/toddler care via the creation of family child care networks.	
i) Advocate for and support educational incentive programs for family child care providers designed to encourage increased infant/toddler spaces.	CCIP

Goal III: Support the development of a universal preschool program for all three and four year olds that incorporates the existing ECE delivery system to ensure parental choice and integration with full-day care and education options.

Implementation Strategies	Potential Implementers
a) Explore and cultivate funding streams for a universally accessible preschool program.	
b) Develop and implement a countywide consumer education program regarding the importance of preschool.	CCPC CDRC
c) Conduct a specific assessment of preschool supply and demand including number of 3-5 year olds, projected participation rate, currently subsidized preschool spaces and unmet need, currently available facilities/facilities needs, workforce development and infrastructure needs.	COE
d) Advocate for the inclusion of existing part and full-day programs within a new state-funded universal preschool program	
e) Advocate for the coordination of part-day preschool and full-day care and education options.	
f) Work with school districts to explore the development of preschool programs on all elementary school sites.	
g) Encourage preschool expansion planners to bring both early childhood and K-12 professionals together to ensure that each sector influences, teaches and supports the expertise and experience of the other.	
h) Support the research of an Early Learning Credential as part of a comprehensive and accessible system of career pathways that includes 24 units of core ECE Courses.	

Goal IV: Provide technical assistance and adequate funds to assist programs to meet the particular needs of low-income children, children with special needs, English language learners, ethnically diverse children, homeless children and foster children.

Implementation Strategies	Potential Implementers
a) Provide opportunities for networking by existing organizations that support children in the above groups (i.e. Path to Inclusion Collaborative, Subsidized Programs Consortium, etc.)	
b) Provide child development information and information about ECE and SAEL programs to agencies serving low income families, English language learners, ethnically diverse families, families who have children with special needs, homeless families, teen-parent families and families with foster children.	
c) Provide trainings and incentives for ECE and SAEL programs regarding: <ul style="list-style-type: none"> • the ADA and inclusion of children with special needs. • best practices for working with English Language Learners • cultural competence • the unique needs of homeless and foster children. 	
d) Provide resources (additional staff, specialists, facility assistance, etc.) to assist programs with necessary accommodations.	CCPC Policy Committee
e) Advocate for and support increased communication between school districts, the Special Education Local Planning Area (SELPA), ECE and SAEL programs and parents.	
f) Support programs to provide bilingual staff, translation services and materials in languages appropriate to the populations they serve.	

Goal V: Support the development and implementation of local, statewide and national initiatives focused on improving the quality of child care.

Implementation Strategies	Potential Implementers
a) Provide assistance to programs wanting to become accredited.	
b) Implement a countywide effort to support an adequate compensation initiative for infant/toddler, preschool and SAEL program staff.	New Training Collaborative
c) Support and promote standards for quality care for all children (i.e., Infant/Toddler Learning and Development Program Guidelines, CDD Early Learning Foundations, NAEYC Standards, National Family Child Care Standards).	CCPC Cabrillo ECE CDRC CCAIEYC CAEYC NAEYC CPIN

Principle II:

Santa Cruz County must expand financial support for and public awareness of services to assure that all families have access to affordable ECE and SAEL programs.

Goal I: Maximize ability to capture, maintain and utilize federal, state, local and private funds for infant/toddler, preschool and SAEL programs.

Implementation Strategies	Potential Implementers
a) Research and apply for government (federal, state and local), private foundation and corporate funding to expand the availability of quality and affordable programs for all ages.	
b) Develop systems to alert the community of federal, state, local and private funding opportunities and support mechanisms to promote collaborative approaches.	CCPC Subsidized Programs Consortium
c) Support agencies in developing family child care networks for utilizing/capturing state subsidy opportunities.	CCPC Policy Committee
d) Promote collaboration between non-profit, private, state subsidized, Head Start, Migrant Head Start and Family Child Care Networks to maximize the use of available funding for ECE and SAEL services.	CCPC Policy Committee
e) Provide technical assistance to new and existing ECE and SAEL programs to access financial supports.	CDRC Child Care Business Alliance
f) Advocate to maintain and increase local government funding for ECE and SAEL services.	CCPC Policy Committee
g) Advocate for increased flexibility of state funding streams, regionalized reimbursement rates and income eligibility requirements.	
h) Advocate for the allocation of new funding according to locally determined priorities.	
i) Advocate for the retention of unused state contract funds within the county, allowing for recontracting of state funds between agencies.	
j) Expand programs by securing adequate funding for ECE and SAEL programs for English language learners, ethnically diverse families, families who have children with special needs, homeless families, teen-parent families and families with foster children	

Goal II: Increase family access to child care subsidies and tax credits.

Implementation Strategies	Potential Implementers
a) Increase public awareness of availability of ECE and SAEL subsidies, income eligibility guidelines and resource and referral services.	CCPC CDRC HRA Voucher Project
b) Advocate for the establishment of regional income eligibility guidelines for child care subsidies.	
c) Increase public awareness of tax credit benefits for parents.	Community Ventures
d) Increase public awareness of the Santa Cruz County Centralized Eligibility List	
e) Ensure that all state subsidized programs utilize the Centralized Eligibility List.	
f) Advocate for adequate duration of child care subsidies for income eligible student parents.	
g) Ensure adequate access to child care subsidies and tax credits for diverse families.	

Principle III:

Santa Cruz County must engage business, community and government entities to increase resources for working families and to ensure quality care and education programs.

Goal I: Utilize current and emerging child development research to engage private sector and government support for ECE and SAEL programs.

Business (For-profit and Non-profit)

Implementation Strategies	Potential Implementers
a) Involve local Chambers of Commerce to increase business understanding and support for ECE and SAEL programs.	CCPC
b) Involve local non-profit, human service agency networks (such as Family Resource Network Children's Network Human Care Alliance) to increase understanding and support for ECE and SAEL programs.	
c) Continue implementation of ECE developer fees and exactions ordinance.	CCPC Policy Committee
d) Disseminate information about employer tax credits to create ECE and SAEL programs and facilities.	CCPC Policy Committee
e) Encourage employers to offer time off for employees to be involved with their children's ECE and SAEL program(s).	CCPC Policy Committee
f) Encourage employers to provide consumer education regarding care and education and other family services.	CCPC Policy Committee

Community

Implementation Strategies	Potential Implementers
a) Develop and implement a proactive public awareness and consumer education campaign regarding the critical role of ECE and SAEL services in: supporting school success and a healthy community, providing long term benefits to children, providing school age children access to engaging, supervised afterschool activities.	CCPC

Implementation Strategies	Potential Implementers
b) Employ proactive approaches to educate media outlets on the importance of sustainable, affordable, quality ECE and SAEL programs.	
c) Educate employers, schools, and families about the value of parent involvement at all levels of a child's education, including options for parents who cannot participate in traditional ways.	CCPC Children's Network
d) Establish a clearinghouse for publicly donated recycled goods and in-kind donations for use in ECE and SAEL programs.	

Government

Implementation Strategies	Potential Implementers
a) Encourage local jurisdictions to review General Plans (land use, zoning, etc.) and implement comprehensive and inclusive ECE and SAEL goals and policies.	CCPC Policy Committee
b) Explore possible enhancements of existing community infrastructures to support expansion of ECE and SAEL programs.	
c) Encourage local jurisdictions to utilize the information and resources of the Local Child Care Planning Council and Resource and Referral Agency in developing policies and procedures.	
d) Identify, research and advocate regarding important bills and proposals affecting ECE and SAEL.	
e) Develop and disseminate policy statements and letters to elected officials locally and statewide.	

Goal II: Encourage partnerships between business, community, local government and ECE and SAEL programs.

Implementation Strategies	Potential Implementers
a) Initiate partnerships between local government and business to support the maintenance and expansion of ECE and SAEL programs and supportive services.	Business Community CCPC
b) Develop partnerships between business and child care programs to support the maintenance and expansion of ECE and SAEL programs and supportive services.	CCPC Policy Committee
c) Investigate ways to use public funds to leverage private dollars for financing ECE and SAEL facilities.	CCPC Policy Committee
d) Develop a private sector supported scholarship program for ECE and SAEL programs.	CCPC
e) Develop private sector supported mentoring, support and advocacy programs that serve school age youth.	CCPC
f) Develop public/private partnerships to support services for families and children related to latch key issues.	CCPC

Principle IV:

Santa Cruz County must increase linkages amongst ECE programs, SAEL programs, schools, health and mental health services, family assistance programs, parent education and support services, libraries, food programs, health/safety programs and transportation, to ensure a seamless network of support for families.

Goal I: Develop and expand linkages within ECE and SAEL programs.

Implementation Strategies	Potential Implementers
a) Support and encourage transition activities to assure continuity: <ul style="list-style-type: none"> • Between ECE programs • Between SAEL programs • Between ECE & Kindergarten 	CCPC Head Start Children's Network

Goal II: Create a P-16 Council to develop and sustain an integrated preschool through post-secondary educational system.

Implementation Strategies	Potential Implementers
a) Identify and convene key stakeholders to collaborate on pre-school through adult education planning opportunities. Include representation from: <ul style="list-style-type: none"> • ECE • SAEL • public and private schools • higher education • vocational education • school district offices • the County Office of Education 	CCPC
b) Support and encourage articulation efforts to assist smooth and effective transitions: <ul style="list-style-type: none"> • between early care and education, extended learning programs and kindergarten. • within K-12 educational systems • between K-12 and higher education systems • within community college programs • between community college and 4-year higher education institutions. 	
c) Educate and build public support for an integrated preschool through post-secondary educational system.	
d) Cultivate top education leaders with strong expertise and practical experience in working with children under five and their families.	
e) Ensure that existing education leaders are aware of best practices and needs of the ECE and SAEL fields.	
f) Improve access and collaboration of services from preschool through post-secondary institutions for children with special needs.	CCPC School districts COE

Goal III: Increase ECE and SAEL programs’ access to health and mental health services.

Implementation Strategies	Potential Implementers
a) Identify resources to address health and mental health needs of children and families enrolled in programs.	CCPC
b) Identify resources to assist providers to better serve children with health and mental health needs.	
c) Offer training opportunities for providers on: <ul style="list-style-type: none"> • Early intervention strategies • Communication with families on health and mental health issues • Available community resources 	
d) Develop a system to encourage collaboration between school districts and ECE/SAEL programs regarding health and mental health consultation, assessment and intervention.	

Goal IV: Maintain and enhance a working relationship between ECE and SAEL programs and local family assistance programs to ensure services for all families.

Implementation Strategies	Potential Implementers
a) Provide CalWORKS families with information about ECE and SAEL programs.	HRA CDRC CCPC
b) Provide information to ECE and SAEL programs regarding services for families available through the county-based and non-profit family assistance programs.	HRA CCPC
c) Provide intervention training for ECE/SAEL professionals in identification and reporting of suspected child abuse to Child Protective Services.	Training collaborative HRA

Goal V: Maintain and enhance a working relationship between ECE and SAEL programs and local family assistance programs to ensure services for isolated communities such as agricultural workers, the migrant population, and populations in remote areas of the county.

Implementation Strategies	Potential Implementers
a) Investigate the feasibility of site-based ECE, SAEL programs and family resource programs in agriculture work locations.	CCPC Policy Committee
b) Advocate for culturally and linguistically appropriate family services.	CCPC
c) Provide outreach services to remote locations to ensure access to information and referral services for ECE and SAEL programs, child care subsidies and family resources.	Migrant Head Start CDRC HRA Parents Association
d) Investigate feasibility of purchase and staffing of “Recreation on Wheels” van to offer recreation activities in rural locations of county.	CCPC

Goal VI: Provide parenting education resources for ECE and SAEL professionals.

Implementation Strategies	Potential Implementers
a) Initiate a countywide system (print and on Internet) to enable ECE and SAEL programs to access current parenting education opportunities and resources.	Family Health Ed. Center

	CDRC
Implementation Strategies	Potential Implementers
b) Investigate resources that would enable ECE and SAEL programs to offer on-site parenting education, networking and support.	Family Health Ed. Center CDRC
c) Provide Family Resource Guides in English and Spanish in print and on the Internet.	

Goal VI: Encourage and support public libraries to engage children and youth in positive activities and pursuits.

Implementation Strategies	Potential Implementers
a) Explore with libraries co-sponsorship of family literacy and technology activities.	CCPC Libraries
b) Explore options for after school library activities for latch key children.	Children's Network
c) Promote the continuum of family literacy from infancy to adulthood.	CCPC

Goal VII: Increase access to food and nutrition resources for all families.

Implementation Strategies	Potential Implementers
a) Increase the number of ECE and SAEL programs participating in child care food programs and food bank use.	CCPC Food Bank Providers
b) Provide nutrition education and dental health information and resources to parents and providers.	County Health Dept. CDRC Food & Nutrition Services
c) Assist in developing a consortium to coordinate the summer lunch program.	Children's Network
d) Support the coordination of farm to school food programs.	

Goal VIII: Work with the Santa Cruz Public Transit District to meet the needs of families and children in public transit system planning.

Implementation Strategies	Potential Implementers
1) Advocate for the development and implementation of safety policies for children on public transit vehicles.	
2) Encourage the location of new ECE and SAEL programs near public transportation centers, bus stops, and park and ride lots.	CCPC
3) Encourage the Transit District to offer discount passes to ECE and SAEL programs.	
4) Encourage the Transit District to initiate a "children ride free with parents" program.	
5) Encourage the Transit District to locate bus stops, develop routes and schedules, and provide user-friendly information to support access to school, work, ECE and SAEL programs.	
6) Encourage the Transit District to offer free buses for field trips during holidays and summer.	
7) Collaborate with other groups with common transportation goals.	HRA League of Women Voters

Goal VIII: Promote and support health and safety programs for children.

Implementation Strategies	Potential Implementers
a) Develop a comprehensive disaster preparedness plan for ECE and SAEL programs countywide that is aligned with School District plans.	
b) Secure financial support for implementation of disaster preparedness plan.	
c) Support the dissemination of information to families regarding: <ul style="list-style-type: none"> • Immunizations • TB Tests • Dental screening • Car seats, helmets, sunscreen. 	
d) Encourage and promote the collaboration between public health officials and ECE and SAEL programs to increase preventative health services to children.	
e) Educate families on principles of creating non-violent environments for children	
f) Develop an after school safety campaign for latch key children and their families.	CCPC

Principle V:

Santa Cruz County must provide a comprehensive and efficient system of professional and career development for the ECE and SAEL workforce.

Goal I: Develop appropriate, quality training and educational opportunities for the entire ECE and SAEL workforce.

Implementation Strategies	Potential Implementers
a) Encourage accessibility of trainings and educational opportunities considering the following factors: <ul style="list-style-type: none"> • Location • Cost • Schedule • Language accessibility 	
b) Ensure that trainings are lead by experts and are infused with the following principles: <ul style="list-style-type: none"> • Developmentally appropriate practice • Family centered practice • Culturally and linguistically sensitive practice 	
c) Provide anti-bias training, education and support to cultivate high level skills in cultural awareness, appropriateness and respect.	
d) Advocate to increase the availability of mentor teachers.	
e) Offer training and educational opportunities tailored to the needs of: <ul style="list-style-type: none"> • License-exempt providers. • Existing and potential Family Child Care providers. • Child care center staff. • State/Federally Funded Program Staff and Family Child Care Providers. 	
f) Offer opportunities for exempt care providers to become licensed.	

g) Investigate a system to recruit, train and retain substitutes to work in ECE and SAEL centers and family child care homes.	
Implementation Strategies	Potential Implementers
h) Develop on-line services for ECE providers and SAEL staff to network and access information and resources.	CCPC CDRC
i) Develop a collaborative including Cabrillo College Early Childhood Education program, vocational education programs, regional occupational programs, adult education programs, local recreation departments, UCSC and the Child Development Resource Center.	
j) Provide a quarterly calendar of training opportunities in print and on the Internet to increase awareness of professional development opportunities.	
k) Advocate for the continued provision of family child care licensing orientations at the county level.	

Goal II: Establish economic and educational supports to build, maintain and retain a highly skilled workforce.

Implementation Strategies	Potential Implementers
a) Provide Professional Development Incentives for continued education.	
b) Advocate for provision of paid time for staff to engage in professional development activities.	
c) Research and develop a substitute teacher pool to allow staff to engage in professional development activities.	
d) Provide scholarships for completion of higher education degrees.	
e) Provide tutoring support for students engaged in college coursework	
f) Research and support the development of improved professional level salaries.	
g) Research and support the development of Improved professional level benefits	
h) Research and support the development of improved working conditions such as: <ul style="list-style-type: none"> • Teacher/Student Ratios • Facilities • Paid planning time • Preventative health services • Adequate materials/supplies • Staff relations/communication • Work hours and break time • Administrative support 	
i) Provide resources, training, education and supports to retain bilingual and bicultural teaching and administrative staff.	

Goal III: Research and develop a comprehensive, accessible, articulated and streamlined system of career pathways in ECE and SAEL across all institutions of higher learning that builds upon:

- the current Child Development Permit System
- existing Community College A.S./A.A. degrees in ECE/Child Development
- four-year college/university degrees in ECE/Child Development

Implementation Strategies	Potential Implementers
a) Support the development and implementation of articulation agreements: <ul style="list-style-type: none"> • amongst community colleges regarding the creation of a 24-unit core of ECE courses • between community colleges and California State Universities regarding the transferability of a 24-unit core of ECE courses • amongst California State Universities regarding the transferability of their ECE courses 	
b) Support the development of an integrated and consistent advising system that simplifies and guides the professional and career development pursuits of ECE and SAEL staff.	
c) Develop a comprehensive Professional Development Planning Toolkit to support the provision of accurate and complete advising services to ECE and SAEL staff.	
d) Develop an early childhood teaching credential that: <ul style="list-style-type: none"> • is inclusive of a 24-unit core of ECE Courses • is reflective of current best practices of the ECE field • accepts ECE courses completed at Community Colleges. 	

Goal VI: Provide opportunities for leadership development within ECE and SAEL.

Implementation Strategies	Potential Implementers
a) Provide advocacy training for ECE and SAEL professionals.	Providers CCPC
b) Expand director mentoring opportunities.	
c) Encourage ECE and SAEL program site tours.	
d) Provide training in becoming a mentor teacher or mentor director.	
e) Support networking activities for ECE and SAEL professionals.	CCPC CDRC

Principle VI:

Santa Cruz County must implement a formal system to plan and evaluate local investments in ECE and SAEL programs.

Goal I: The Local Child Care Planning Council will engage in a continuous planning and evaluation process.

Implementation Strategies	Potential Implementers
a) Conduct an assessment of supply and demand for ECE in intervals as set by the state. Assessment to be based on standardized data elements.	CCPC

Implementation Strategies	Potential Implementers
b) Conduct an annual report of priority zip codes based on the Needs Assessment and annual reviews.	CCPC
c) Council to annually review and analyze the prior year priorities and conduct a survey of state-funded programs to determine if the need for subsidized ECE and development services for eligible children and families in targeted priority zip codes is being met.	
d) Develop and update a countywide master plan for ECE and SAEL in intervals as set by the state.	CCPC
e) Develop a strategic plan based on the countywide master plan, with long and short-term goals and objectives at an annual retreat.	CCPC
f) Secure adequate Planning Council funding and staffing for Master Plan implementation.	CCPC
g) Establish a standardized planning and implementation model for each Master Plan strategy.	CCPC
h) Assist in procuring funding for implementation of Master Plan strategies.	
i) Establish benchmarks for determining the accomplishment of Master Plan strategies.	
j) Measure progress in reaching the proposed outcomes goals.	CCPC