

Date of Hearing: April 8, 2025

ASSEMBLY COMMITTEE ON HUMAN SERVICES

Alex Lee, Chair

AB 563 (Jackson) – As Introduced February 12, 2025

SUBJECT: Childcare: strategic planning councils

SUMMARY: Eliminates the Early Childhood Policy Council (ECPC) and establishes a new advisory committee to assist the California Department of Social Services (CDSS) in developing a state plan for child development programs. Renames Local Planning Councils (LPCs) as Strategic Planning Councils (SPCs) and requires SPCs to develop and submit a strategic plan and investment priorities to the county board of supervisors and the county board of education. Specifically, **this bill:**

- 1) Renames “local child care and development planning councils” and “local planning councils” as “strategic planning councils.”
- 2) Repeals provisions related to the ECPC established by the Governor, Legislature, and CDSS on statewide early learning and care policy, including the planning for, and implementation of, the state’s Master Plan for Early Learning and Care (Master Plan) and the 2019 Assembly Blue Ribbon Commission (BRC) Report.
- 3) Requires the Governor to appoint an advisory committee composed of: representatives from the State Board of Education, private education, child welfare, private healthcare, two proprietary childcare agencies, a community action agency, two family childcare home (FCCHs), and one exempt provider. It also includes five parents (at least three from subsidized programs and one using exempt care), four child development group representatives, one public school childcare administrator, one county office of education (COE) administrator, and one public school children’s center teacher.
- 4) Requires the advisory committee to do all of the following:
 - a) Include one appointed representative by the respective director of each of the following departments: CDSS; Employment Development Department; the California Department of Education (CDE); California Department of Health Care Services; and, California Department of Developmental Services;
 - b) Assist CDSS in developing a state plan for child development programs;
 - c) Provide ongoing coordination and communication to SPCs to facilitate activities and provide technical assistance as needed;
 - d) Continually evaluate the effectiveness of those programs and to report thereon at each regular session of the Legislature; and,
 - e) Assist in, and coordinate the drafting of, guidelines for SPCs and to request state and local agencies to submit suggested guidelines.

- 5) Requires the final guidelines to do all of the following:
 - a) Be drafted and adopted by the advisory committee, in consultation with local childcare agencies, SPCs, CDSS, and CDE;
 - b) Include, but not be limited to, provisions for assessing childcare supply, demand, cost, and facility needs, in terms of age, family income level, special needs, and multilingual backgrounds; and,
 - c) Be concurred in by CDSS when guidelines are developed for programs administered by CDSS.
- 6) Strikes the following definitions:
 - a) “Block grant” to mean the block grant contained in Title VI of the Child Care and Development Fund, as established by the federal Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (P.L. 104-193).
 - b) “Community representative” means a person who represents an agency or business that provides private funding for childcare services, or who advocates for childcare services through participation in civic or community-based organizations but is not a childcare provider and does not represent an agency that contracts with CDSS to provide childcare and development services.
 - c) “Department” to mean CDSS; and,
 - d) “Public agency representative” to mean a person who represents a city, county, city and county, or local educational agency.
- 7) Expands the definition of “childcare” to include early childhood education services.
- 8) Repeals provisions related to the membership and funding of LPCs.
- 9) Declares legislative intent that SPCs shall provide a forum to identify local priorities for childcare and develop policies to meet the needs identified within those priorities, and shall seek to create a local system of support for childcare.
- 10) Requires the members of the SPC to serve a term of three years and include: a county resource and referral (R&R) agency and an alternative payment provider (both appointed by a majority vote of their respective peers); a local First 5 county commission; a COE; a transitional kindergarten (TK)-providing school district; a county board of supervisors representative; a county human services department representative; and, a parent advisory committee member, a provider advisory committee member, and a local postsecondary educational institution representative (nominated by a majority vote by the SPC and appointed by the county board of supervisors or county superintendent of schools). The SPC also includes local government agencies and discretionary representatives, appointed equally by the board and superintendent. One individual may represent multiple categories.

- 11) Requires the parent advisory committee to be made up of consumers and may include, but not be limited to: one receiving care from a FCCH provider or a family friend, or neighbor (FFN) provider; one from a childcare center; one from a TK provider; one representing a tribal organization; one parent of a child with exceptional needs, as defined; and, one using an after-school program.
- 12) Requires the provider advisory committee to include: a FCCH or FFN provider; Title 5 and Title 22 licensed childcare providers; a Head Start provider; a childcare provider labor union representative; a provider experienced with children with exceptional needs in inclusive settings; and, a provider serving migrant families.
- 13) Requires every effort to be made to ensure that the ethnic, racial, and geographic composition of the SPC is reflective of the ethnic, racial, and geographic distribution of the population of the county.
- 14) Permits the county board of supervisors and county superintendent of schools to designate an existing childcare planning council or coordinated child and family services council as the SPC, as long as it has or can achieve the representation set forth in 13) above.
- 15) Requires the SPC, upon its establishment, to elect a chair and select a staff.
- 16) Requires each SPC to develop and implement a training plan to provide increased efficiency, productivity, and facilitation of SPC meetings. This may include developing a training manual, hiring facilitators, and identifying strategies to meet the objectives of the council.
- 17) Prohibits a member of a SPC from participating in a vote if the member has a proprietary interest in the outcome of the matter being voted upon.
- 18) Permits, notwithstanding any other law, the county board of supervisors and the county superintendent of schools to mutually agree to merge the SPC and the Quality Rating and Improvement System (QRIS) local consortia, as defined in state law, as long as it can achieve the representation set forth in this section.
- 19) Permits, notwithstanding any other law, the county boards of supervisors and the county superintendents of schools in two or more contiguous counties to mutually agree to merge their SPCs, as long as it can achieve the representation set forth in this section.
- 20) Requires the SPC, if two or more counties choose to exercise the option to merge their SPCs pursuant to paragraph 19) above, to make every effort to ensure that meetings and stakeholder forums are accessible to consumers and providers in all of the counties that the SPC represents. Clarifies that this may be achieved by alternating the location of meetings between the counties, hosting meetings at a central point between the counties, or live broadcasting SPC meetings at multiple locations within the counties.
- 21) Requires an SPC, upon approval by the county board of supervisors and the county superintendent of schools, by May 30 of each year, to submit to CDSS and CDE its local priorities, identified by ZIP code and prioritized by the SPC according to greatest childcare needs in the county.

22) Strikes the following requirements an LPC must meet when submitting the local priorities it has identified that reflect all childcare needs in the county to CDSS and CDE:

- a) Conduct an assessment of childcare needs in the county no less frequently than once every five years. CDSS shall define and prescribe data elements to be included in the needs assessment and shall specify the format for the data reporting. The needs assessment shall also include all factors deemed appropriate by the LPC in order to obtain an accurate picture of the comprehensive childcare needs in the county. Further strikes the required factors to be included in the assessment;
- b) Document information gathered during the needs assessment that shall include, but need not be limited to, data on supply, demand, cost, and market rates for each category of childcare in the county;
- c) Prepare a comprehensive countywide childcare plan designed to mobilize public and private resources to address identified needs;
- d) Conduct a periodic review of childcare programs funded by CDSS to determine if identified priorities are being met;
- e) Design a system to consolidate local childcare waiting lists, if a centralized eligibility list is not already in existence;
- f) Coordinate part-day programs, including state preschool and Head Start, with other childcare and development services to provide full-day childcare;
- g) Submit the results of the local priorities identified by the LPC to the county board of supervisors and the county superintendent of schools for approval before submitting them to CDSS; and,
- h) Identify at least one, but not more than two, members to serve as part of CDSS team that reviews and scores proposals for the provision of services funded through contracts with CDSS. LPC representatives may not review and score proposals from the geographic area covered by their own LPC. CDSS shall notify each LPC whenever this opportunity is available.

23) Requires an SPC to do all of the following:

- a) Conduct an assessment of childcare needs in the county no less frequently than once every five years. CDSS shall define and prescribe data elements to be included in the needs assessment and shall specify the format for the data reporting;
- b) Beginning in 2027, use the needs assessment template developed by CDSS in collaboration with the SPCs. Requires the needs assessment to be submitted CDSS by May 30 of each year in which it is due;
- c) On or before March 30, 2027, and every three years thereafter, develop and submit to the county board of supervisors and the county board of education a strategic plan and

investment priorities using the template that shall be adopted by CDSS in collaboration with the SPCs and First 5 California;

- d) At least twice each year, convene a forum for stakeholders to provide input to and receive updates from the QRIS local consortium, as defined in state law; and,
 - e) Work with the COE, special education local plan areas, and the school districts and regional centers in the county to facilitate the transition of children with exceptional needs into the K–12 system.
- 24) Requires the California Department of Public Health, local departments of social services and welfare, local regional centers, special education local plan areas, and local R&R agencies to provide to CDSS the information necessary for SPCs to complete the needs assessment.
- 25) Requires, before the strategic plan and investment priorities can be submitted for approval, the SPC to do all of the following:
- a) Post the most recent needs assessment developed pursuant to 30) above on the SPC’s internet website and share the needs assessment with all school districts in the county no later than January 1 of each year in which a strategic plan and investment priorities will be submitted;
 - b) Seek input from the parent advisory committee and the provider advisory committee established pursuant 11) and 12) above;
 - c) Identify existing publicly owned facilities that could house a childcare program. Requires the SPC to periodically survey school districts, county offices of education, and city and county governments to identify sites that could house a childcare program and the modifications that each site would need to meet childcare health and safety requirements; and,
 - d) Encourage public input in the development of the strategic plan and investment priorities. Requires opportunities for public input to include at least one public hearing during which members of the public can comment on the proposed strategic plan and investment priorities before submission to the county board of supervisors and the county board of education.
- 26) Requires the strategic plan to address facility needs, workforce needs, family access, and quality and transition planning. Requires the investment priorities to identify priorities for the county board of supervisors, the county board of education, and the Legislature.
- 27) Requires the county board of supervisors and the county board of education to hold public hearings on the proposed strategic plan and investment priorities at a regularly scheduled meeting. Requires the hearings to be held before adoption of the strategic plan and investment priorities and may be no sooner than three days after the proposed strategic plan and investment priorities are posted on the SPC’s internet website. Requires the county board of supervisors and the county board of education to each approve the strategic plan and

investment priorities no later than July 1 of each year in which a strategic plan and investment priorities are submitted.

- 28) Requires a strategic plan and investment priorities to be effective for a period of three years and to be updated each intervening year by March 30.
- 29) Provides that the operation of the provisions related to the strategic plan and investment priorities is contingent upon an appropriation in the annual Budget Act for purposes of this section.

EXISTING LAW:

- 1) Establishes the Child Care and Development Services Act to provide childcare and development services as part of a comprehensive, coordinated, and cost-effective system serving children from birth to 13 years of age and their parents, including a full range of supervision, health, and support services through full- and part-time programs. (Welfare and Institutions Code [WIC] § 10207 *et seq.*)
- 2) Defines “childcare and development services” to mean services designed to meet a wide variety of children’s and families’ needs while parents and guardians are working, in training, seeking employment, incapacitated, or in need of respite and states that these services may include direct care supervision, instructional activities, R&R, and alternative payment arrangements. (WIC § 10213.5(j))
- 3) Establishes the ECPC to advise the Governor, the Legislature, and CDSS on statewide early learning and care policy, including the planning for, and the implementation and evaluation of, the state’s Master Plan and the 2019 California Assembly BRC on Early Childhood Education Final Report. (WIC § 10320(a))
- 4) Requires the ECPC do to all of the following:
 - a) Convene at least four public meetings per year. These meetings shall provide access for participants throughout the state;
 - b) Advise the Governor and perform activities required pursuant to federal law;
 - c) Prepare a formal public annual report on the work of the council; and,
 - d) Provide specific recommendation directly to the Governor, the Legislature, and CDSS on all aspects of the state’s early childhood education system, as specified. (WIC § 10320(c))
- 5) Declares legislative intent that LPCs provide a forum for the identification of local priorities for childcare and the development of policies to meet the needs identified within those priorities. (WIC § 10485(a))
- 6) Requires the county board of supervisors and county superintendent of schools to select the members of the LPC and establish the term of appointments for those members, and requires the LPC to have consumers, childcare providers, public agency representatives, community

representatives, and agency appointees, each representing 20% of membership, as specified. (WIC § 10485(b)-(c))

- 7) Requires every effort to be made to ensure that the ethnic, racial, and geographic composition of the LPC is reflective of the ethnic, racial, and geographic distribution of the population of the county. (WIC § 10485(d))
- 8) Permits the county board of supervisors and county superintendent of schools to designate an existing childcare planning council or coordinated child and family services council as the LPC, provided representation requirements are met, as specified. (WIC § 10485(e))
- 9) Requires each LPC to develop and implement a training plan to provide increased efficiency, productivity, and facilitation of LPC meetings, as specified. (WIC § 10485(g))
- 10) Requires an LPC to, upon approval by the county board of supervisors and the county superintendent of schools, submit the local priorities it has identified that reflect all childcare needs in the county to CDSS by May 30th of each year. (WIC § 10486(b))
- 11) Requires an LPC to, in order to meet its obligation of annually submitting local priorities to CDSS, carry out a number of activities including: conducting an assessment of childcare needs in the county at least once every five years; encouraging public input in the development of the priorities, including through at least one public hearing; and preparing a comprehensive countywide childcare plan designed to mobilize public and private resources to address identified needs, among other things. (WIC § 10486(b)(1))
- 12) Requires CDSS to allocate funding within each county in accordance with the priorities identified by the LPC of that county and submitted to CDSS, unless the priorities do not meet the requirements of state or federal law. (WIC § 10486(e))

FISCAL EFFECT: Unknown, this bill has not been analyzed by a fiscal committee.

COMMENTS:

Background: *The Early Childhood Policy Council.* According to the California Health and Human Services Agency, the ECPC's role is to "elevate the needs of young children and their families as well as advise the Governor, Legislature and the Superintendent of Public Instruction on statewide early learning, care, and child development. It will provide recommendations on all aspects of the state's early childhood system, including support for the demographic, geographic and economic diversity of the state's children and families and ways the Master Plan and the Assembly BRC on Early Childhood Education's final report can be updated and improved. It will hold at least four public meetings per year and prepare a formal annual report."

This bill eliminates the ECPC and establishes a new advisory committee to support CDSS in developing a state plan for child development programs.

Master Plan for Early Learning and Care. In December 2020, California launched the Master Plan, which provided a road map for building a stronger, more equitable early learning and childcare system. The Master Plan provided direction for building a comprehensive system over time – one that partners with families, takes a whole-child approach to ensure the best outcomes,

and supports the advancement of early learning and care professionals to ensure that families across California have equitable access to quality care and learning support.

The Master Plan identified the following goal areas and strategies to improve access to quality early learning and care programs for children and families:

- 1) *Programs*. Unify and strengthen programs and services to support children’s learning and development through paid family leave, equitable treatment of children, universal preschool and strengthening learning opportunities for infants and toddlers;
- 2) *Workforce*. Support children’s learning and development by enhancing educator competencies, incentivizing and funding career pathways, and implementing supportive program standards;
- 3) *Funding*. Unify funding to advance equity and opportunity by adopting a tiered reimbursement rate with appropriate adjustments and designing a sliding scale for family contributions; and,
- 4) *Administration*. Streamline early childhood governance and administration to improve equity by streamlining eligibility, creating an integrated data system, redesigning continuous improvement structures, establishing a system of shared services networks, and expanding the supply of early learning and care facilities.

According to a December 2024 Progress Report by CDSS, since the launch of the Master Plan, funding for childcare and development programs has increased drastically – from a total of \$3.53 billion in fiscal year 2020-21 to \$6.05 billion in fiscal year 2024-25. California has also made significant achievements in the identified goal areas:

- 1) *Programs*. Significantly expanded childcare access with over 129,000 new subsidies and doubled investments in State Preschool, while tripling investments in TK, aiming for universal TK access for 4-year-olds by 2025. Paid family leave benefits were improved for low- and middle-income workers, while new policies enhanced support for dual language learners, children with disabilities, and behavioral health resources;
- 2) *Workforce*. To support educators, the state invested \$163 million in inclusive classrooms, launched 12 new online training courses, and allocated \$650 million to teacher residency programs. A \$40 million training fund was established for childcare providers through a partnership with the California Childcare Providers Union (CCPU);
- 3) *Funding*. Efforts to unify funding include developing a cost-based single rate structure, distributing \$144.5 million in supplemental payments, providing \$500 incentives, and issuing \$2,157 per-child stipends. Family fees were also reduced, capped at 1% of income for low-income families; and,
- 4) *Administration*. To streamline governance, California invested over \$1 billion through a partnership with CCPU, including an \$80 million retirement trust fund, transferred \$4 billion in programs to CDSS for improved equity and quality, and initiated the development of a comprehensive early childhood data system. Additionally, \$350.5 million was allocated for childcare infrastructure grants, and access to kindergarten facilities was expanded through legislative efforts.

Assembly Blue Ribbon Commission on Early Childhood Education. The BRC on Early Childhood Education was established with the intent to “plan an early learning system that works for/meets the needs of children, families, and providers.” The BRC was dedicated to the development of strategic solutions to improve outcomes for young learners in California.

The BRC released its final report in April 2019, including several recommendations to achieve its vision of an early care and education system linked to comprehensive support that works for children, families, and providers and improves outcomes for young learners. In the report, the BRC identified goal areas to facilitate the long-term vision for the future, including governance and administration; family engagement; access for children and families; workforce; quality improvement; systems and infrastructure; facilities and supply; coordination and alignment; and, financing. Since the release of the 2019 final report, there have been no updates by the BRC on the progress of the outlined recommendations.

Local Planning Councils. LPCs were legislatively created in 1991, following the federal establishment of the Child Care and Development Block Grant (CCDBG) program to ensure local voices influence how CCDBG funds are allocated.

Each county in California has an LPC established to identify local childcare priorities and develop policies to address those needs. State law requires the county board of supervisors and county superintendent of schools to appoint members to these councils, ensuring balanced representation with equal parts of consumers, childcare providers, public agency representatives, community representatives, and discretionary appointees. LPCs are responsible for conducting a countywide childcare needs assessment at least once every five years, developing comprehensive plans to mobilize public and private resources and to address identified needs, and ensuring community input in setting local priorities. Many LPCs have developed these strategic plans informed by needs assessment and community feedback gathered through forums. Some of these plans remain current and relevant, while others have not been updated in years.

This bill renames the LPCs as SPCs and revises the membership composition. *This bill* also requires the LPCs to use a standardized statewide template when conducting childcare needs assessments and to submit a strategic plan addressing facility needs, workforce development, access, quality improvement, and transition planning beginning March 30, 2027, and every three years thereafter. *This bill* specifies that the provisions related to the LPCs are contingent upon appropriation in the annual budget act.

Author’s Statement: According to the Author, “Childcare is the backbone of a thriving economy and a critical support for working families, yet too many Californians struggle to find affordable, high-quality options. [This bill] tackles this challenge head-on by modernizing the framework for local childcare planning. It expands the definition of childcare to explicitly include early childhood education, ensuring a holistic approach that prepares our youngest learners for success. The bill restructures council membership to better represent key stakeholders-parents, providers, educators, and local leaders-while fostering collaboration through new parent and provider advisory committees.

“[This bill] builds on California's commitment to equity and opportunity. It aligns local efforts with state goals, strengthens ties between childcare and education systems, and empowers communities to identify and solve their unique challenges.”

Equity Implications: Research has shown that early care and education has a significant effect on children’s development and that, in particular, high-quality early care and education promotes children’s development and learning, and narrows socioeconomic, racial, and ethnic inequalities while promoting parental employment and family self-sufficiency. Studies have also shown that public investments in preschool contribute to dramatic increases in participation in early learning programs in the year or two prior to children’s entry into kindergarten. However, the quality of that care is not equivalent across all education centers; research has shown that centers that low-income children attend provide lower quality care, on average, than those attended by their higher-income peers. However, income level is only one indicator of inequities. Access to childcare is another important factor in a child’s development and success.

Policy Considerations:

- 1) **ECPC:** This bill aims to eliminate the ECPC and establish a new advisory committee to assist in developing a state plan for child development programs. This restructuring requires appointing an entirely new body, which presents significant upfront costs that could hinder progress toward meeting the goals outlined in the Master Plan. The development of a new state plan under the advisory committee lacks clarity on how it differs from the existing work of the ECPC. Under the current structure, the ECPC plays a critical role in advising on the implementation of the Master Plan, including identifying statewide priorities, prompting equity, integrating systems, and enhancing data collection efforts. However, it is unclear whether the new advisory committee will continue these functions or adopt a narrower or more generalized focus. Additionally, the bill does not specify how the new state plan will address gaps or build upon the recommendations previously adopted by the ECPC. Without clear guidance on how this new state plan will enhance or replace existing efforts, there is the risk of duplicating past work, losing institutional knowledge, and failing to address ongoing challenges.

Should this bill move forward, the Author may wish to consider narrowing the focus of the bill by restoring the ECPC and adding additional reporting requirements to the ECPC that includes reporting to the Legislature, Joint Legislative Budget Committee, and the Assembly and Senate Human Services Committee on an annual basis regarding the successes, challenges, and gaps in the state’s childhood education systems and provide recommendations to advance the state’s vision for children, families, and communities. The Author may wish to consider requiring that the ECPC develop policy proposals and budget requests for the Legislature to consider related to childcare needs.

- 2) **LPCs:** This bill requires LPCs to be renamed SPCs and to submit a strategic plan every three years focused on facilities, workforce, family access, and quality improvement. While this requirement aims to establish a standardized planning cycle, it may be redundant given that many LPCs already engage in strategic planning. Stakeholders have expressed concerns that this requirement fails to recognize the various other plans LPCs assist in developing, including individualized county childcare subsidy pilot program plans. Additionally, the requirement to focus on facilities, workforce, family access, and quality may overlook other areas such as funding sustainability, equity initiatives, and data systems. Without clear alignment between exiting strategic planning efforts and the new requirements, there is a risk of fragmentation across counties.

Should this bill move forward, the Author may wish to consider removing this provision of the bill to ensure any new planning requirements are aligned and integrated with existing planning efforts and in consultation with LPCs.

Proposed Committee Amendments: The Committee proposes amendments to address the policy considerations stated above:

- Restore the ECPC provisions and add additional responsibilities, including requiring the ECPC to:
 - Report to the Legislature, Joint Legislative Budget Committee, Assembly Human Services Committee and Senate Human Services Committee on an annual basis that addresses the successes, challenges, and gaps in the state’s childhood education systems and recommendations to facilitate advancing the state’s vision for children, families, and communities; and,
 - Develop policy proposals for the Legislature to consider related to facility needs, workforce needs, family access, and quality and transition planning.
- Revert all provisions related to the LPCs to reflect current law.

Double referral: This bill will be referred to the Assembly Committee on Education should it pass out of this committee.

RELATED AND PRIOR LEGISLATION:

AB 114 (Committee on Budget), Chapter 413, Statutes of 2019, established the ECPC to advise the Governor, the Legislature, and the Superintendent of Public Instruction on statewide early learning and care policy, building on the work of the state’s Master Plan and the 2019 California BRC on Early Childhood Education Final Report.

SB 75 (Committee on Budget and Fiscal Review), Chapter 51, Statutes of 2019, established the ECPC to advise the Governor, the Legislature, and the Superintendent of Public Instruction on statewide early learning and care policy, building on the work of the state’s Master Plan and the 2019 California BRC on Early Childhood Education Final Report.

AB 1001 (Ting) of 2019, would have revised the mandated composition of, and requirements for, local childcare and development planning councils, and stated legislative intent to appropriate at least \$10 million annually for LPCs. *AB 1001 was referred to the Senate Committee on Education without further action.*

AB 124 (McCarty) of 2019, would have required LPCs to provide information to cities and counties regarding the need for early childhood education facilities. *AB 124 was held on the Assembly Committee on Appropriations suspense file.*

SB 192 (Liu) of the 2013-14 Session, would have required, among other things, LPCs to develop a draft of local priorities for early learning and educational support program funding that considers the resources currently available in attendance areas of elementary schools ranked in deciles 1 to 3, inclusive, of the Academic Performance Index. Also would have required CDE to

allocate funding within each county in accordance with the priorities identified by the LPC of that county unless the priorities do not meet the requirements of state or federal law. *SB 192 was held on the Assembly Committee on Appropriations suspense file.*

AB 2311 (Chu), Chapter 435, Statutes of 2002, codified current practices regarding LPCs by establishing clearer guidelines for these councils. Established an annual May 30 deadline for LPCs to submit their needs assessments to CDE and clarifies the requirement elements of the needs assessment, among other things.

AB 1542 (Ducheny) Chapter 270, Statutes of 1997, established LPCs, among other things.

AB 2141 (Speier), Chapter 1187, Statutes of 1991, established a local planning process, using local childcare and development planning councils, for the allocation of childcare funding received under the federal CCDBG.

REGISTERED SUPPORT / OPPOSITION:

Support

Association of Regional Center Agencies
California State PTA

Opposition

None on file.

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