



Wednesday, September 6, 2017 • 12:00 – 2:00 p.m.

Los Angeles County Office of Education (LACOE)
Head Start-State Preschool Conference Center
10100 Pioneer Boulevard, Conference Room 105
Santa Fe Springs, CA 90670

AGENDA

- | | | |
|-------------|--|---|
| 1. noon | Welcome and Introductions ▪ Opening Statement and Comments by the Chair | Nellie Ríos-Parra, Chair |
| 2. 12:10 | Approval of Minutes ▪ June 7, 2017 | Action Item Tara Henriquez, Vice Chair |
| 3. 12:15 | Public Policy ▪ Approval of Public Policy Platform – Second Year of 2016-17 Legislative Session Action Item | Karla Pleitéz Howell, Chair Joint Committee on Legislation Action Item |
| 4. 12:30 | Infant-Toddler Access Pilot Project | Karla Pleitéz Howell and Adam Lara, Education Equity, Advancement Project |
| 5. 12:45 | Los Angeles Early Educators Advance Study: A Study of Professional Development in Early Care and Education | Emily Moiduddin and Yange Xue Mathematica Policy Research Introduced by: Kimberly Hall, First 5 LA |
| 6. 1:45 | Announcements and Public Comment | Tara Henriquez |
| 7. | Call to Adjourn | Nellie Ríos-Parra |

Next Meeting

Wednesday, October 4, 2017 • 12:00 – 2:00 p.m.
Los Angeles County Office of Education (LACOE)
Head Start-State Preschool Conference Center
10100 Pioneer Boulevard, Conference Room 105
Santa Fe Springs, CA 90670

MISSION STATEMENT

The mission of the Child Care Planning Committee is to engage parents, child care providers, allied organizations, community, and public agencies in collaborative planning efforts to improve the overall child care infrastructure of Los Angeles County, including the quality and continuity, affordability, and accessibility of child care and development services for all families.



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COUNTY OF LOS ANGELES



POLICY • PLANNING • PRACTICE

Meeting Minutes – June 7, 2017

| Members in Attendance (30) | | | | |
|----------------------------|-----------------|------------------|-------------------------------------|--|
| Parents | ECE Program | Community Agency | Public Agencies | Discretionary |
| Alejandra Berrio | Valerie Marquez | Edilma Cavazos | Demitra Adams | Tonya Burns |
| Mona Franco | | Debra Colman | Teresa Figueras | Sally Durbin |
| Tara Henriquez | | Aolelani Lutu | Robert Beck for Nora Garcia-Rosales | Kelly O’Connell <i>1st District Supervisor</i> |
| Karla Pleitéz Howell | | Cyndi McAuley | Omar Ezzeldine for Daniel Orosco | Kathy Schreiner |
| Daniel Polanco | | Melissa Noriega | Laurel Parker | Michael Shannon |
| Nellie Ríos-Parra | | Joyce Robinson | Alicia Rivas | Sarah Soriano <i>4th District Supervisor</i> |
| Roselle Schafer | | Ancelma Sanchez | Mariana Sanchez | Fiona Stewart |
| Carolyn Wong | | | | |

Guests and Alternates: Michelle Chan – Little Tokyo Service Center, Jan Fish – PEACH, Angela Gray, Toni Issacs – PEACH, Pamela Kwok – International Institute of Los Angeles, Diana Liu – Los Angeles County Department of Public Health, Flor Medrano – International Institute of Los Angeles, Alejandra Moses – City of Long Beach/Department of Health and Human Services, Quint Paige – Los Angeles Child Guidance Clinic, Gina Rodriguez – First 5 LA, JoAnn Shalhoub-Mejia – California Federation of Family Child Care Association, Regina Waugh – Los Angeles County Women and Girls Initiative

Staff: Michele Sartell

I. Welcome and Introductions

Sarah Soriano, Chair, opened the Child Care Planning Committee (Planning Committee) meeting at 12:08 p.m. She welcomed members and guests and requested self-introductions after reading the opening statement. She then asked member Aolelani Lutu to read the mission statement

Sarah noted that this is her last meeting as Chair. She reflected on her personal growth as Chair and expressed her gratitude for both the learning experience and the opportunity to expand her network of colleagues. Sarah acknowledged the important work to conduct the needs assessment over the last two years and is looking forward to contributing to strategic planning as a member representing the Fourth Supervisorial District. Sarah then invited Debra Colman, Vice Chair, to comment on her two-year experience as she also cycles off of the Planning Committee. Debra relayed the rewards she experienced contributing to members’ full participation in the process of developing the needs assessment and the partnership that evolved with First 5 LA. Debra is looking forward to the recommendations from the needs assessment becoming actionable.



II. Approval of Minutes

Debra Colman, Vice Chair, reviewed the minutes from the meeting held on May 3, 2017. Nellie Ríos-Parra made the motion to approve the minutes; the motion was seconded by Kelly O'Connell. The motion passed by the members present with two abstentions from Fiona Stewart and Karla Pleitéz Howell.

III. Child Development Permit Matrix Part I: History and Role

Sarah introduced Tara Henriquez, parent representative to the Planning Committee and with an extended history of addressing the needs of the early care and education workforce. Tara prefaced her comments by acknowledging that the child development permit process only applies to early educators working in center-based programs contracted by the California Department of Education and therefore not everyone attending the meeting may have familiarity with it. Yet, the child development permit matrix is considered a benchmark as a standard of quality. Tara added that the existing matrix has been in place for 23 years and is therefore due for an update.

Tara spoke to the trends in raising the qualifications of early educators. In part, the Head Start directive requiring 50 percent of their teachers to hold Bachelor of Arts degrees and assistant teachers to hold Associate of Arts degrees served as the kick off. Most Head Start programs have exceeded the mark, with remaining teachers working toward a degree. She noted that a number of states are raising the bar for teachers working in center-based programs serving children subsidized by public dollars. It is commonly accepted that training is needed by family child care providers, however requiring degrees is not on the table. Degree attainment for improving the quality of early care and education services is supported by research, however notable is the issue of stagnant wages despite the efforts to raise staff qualifications.

Tara continued by remarking on issues with the existing child development permit matrix including: the lack of alignment between the permit and job titles; mismatch between education and alternative requirements and the lack of attention to supervised field work; and lack of application to family child care providers. For Los Angeles County, the early care and education workforce would need adequate time to meet new requirements, financial resources to pay for coursework, and serious consideration given to salaries comparable to education. She added the challenges that entities face in recruiting qualified staff, preparing current staff to meet requirements and staff retention, particularly as employees obtaining a bachelor degree transition to working for school districts. Tara concluded by asking, "What is the goal to further professionalize the field?"

IV. Child Care Permit Matrix Part II: Proposed Changes, Implications and Implementation Strategies

Toni Isaacs, staff to Partnerships for Education, Articulation and Coordination through Higher Education (PEACH), spoke to the composition of the collaborative representing higher education, the Child Care Alliance of Los Angeles, First 5 LA, Los Angeles Unified School District, and others. Funding from First 5 LA and the David and Lucile Packard Foundation have supported their efforts to provide input on the child development permit revisions, promote the development of an early childhood education credential, expand upon efforts underway to address practicum work, and address other professional development needs of the early care and education workforce.

Toni reviewed the directive to the Commission for Teacher Credentialing (CTC) to initiate a stakeholder process to review the existing matrix, consider the knowledge and skills needed by the workforce, and provide recommendations for revising the matrix. PEACH has closely monitored the

process, studied the revisions, provided testimony at the public hearings and submitted written comments.

Jan Fish, a member of PEACH, discussed the importance of professionalizing the field, referencing the recommendations of the advisory panel and tenor of the PEACH responses. Her comments addressed allowances for specializing in certain areas of early care and education and the need for coaching support. In addition, she emphasized essential skills and best practices that positively impact child outcomes.

Meeting participants raised questions and offered comments in response to the presentation as follows:

- How do the revisions address entry-level early educators?
- While professionalizing the industry makes sense, simultaneous attention needs to be paid to compensation and increasing reimbursement rates to meet the cost.
- What are the implications of the revisions to the permit matrix in relationship to the proposed early childhood education credential?
- What about an early childhood education credential that focuses on children from birth to eight years old?

It also was noted that the timing for aligning the system in California is now given various activities underway, including: revisions of the QRIS matrix; revisions of the Career Ladder; the work of First 5 CA with WestEd to define and develop training, coaching and technical assistance levels and more; and revamping of the Workforce Registry statewide. And there was an overall question of the reach and inclusiveness of the changes – is the focus on Title 5 center-based programs? What about family child care providers? Additional comments addressed the proposed revisions to workforce titles that may impact staffing patterns inclusive of entry level teachers and recommendations to ensure alignment with other work referenced previously in this paragraph.

Sarah thanked Toni and Jan for their presentation and responsiveness to questions and comments from the meeting participants. She added the importance of this conversation and the opportunity for elevating the voices of the early care and education field most likely to experience the impact of the changes if and when approved. Lastly, she invited meeting participants to meet with Jan and Toni at the end of the meeting with additional questions/comments and submit any lingering issues via e-mail to Michele to forward to them.

V. Public Policy Report

A. Governor's Proposed Budget for 2017-18 – May Revise

Karla Pleitéz Howell, the Planning Committee's Co-chair to the Joint Committee on Legislation, relayed that the proposed State Budget for 2017-18 is currently in debate with elected officials and the Governor. She reported that the Governor's revisions to his proposal released in January ("May Revise") lifted the pause on increasing state preschool spaces and raising reimbursement rates. Karla also reported efforts to include the provisions of AB 60 (Santiago and Gonzalez) to provide 12 months of continuous eligibility for state subsidized early care and education services for children in families with incomes up to 85 percent of the State Median Income and appropriate funding for the Emergency Child Care Bridge Fund for Children in Foster Care as proposed by AB 1164 (Thurmond).

B. Priority Legislation

Briefly, Karla updated members on the status of AB 60 and AB 1164. Both bills are moving through the legislature and letters of support have been submitted to the legislative committees on behalf of the Planning Committee.

C. Other Issues

The Blue Ribbon Commission for Early Childhood Education, spearheaded by Assembly Speaker Anthony Rendon, is preparing for their next meeting in Los Angeles County. Karla suggested attending the meeting as a show of support for this effort and using the opportunity to raise priority issues.

Debra mentioned joining advocates in Sacramento for the California Association for the Education of Young Children (CAEYC) Advocacy Day. There was lots of talk about AB 60, with support from a number of legislators, although the Governor has been less supportive. Additional priority issues included the need to increase investments for infant/toddler care and concerns about differentiating the State Preschool requirements between programs administered by school districts versus community-based organizations.

VI. Presentation of Membership Slate

Ancelma Sanchez and Nellie Ríos-Parra, Co-chairs of the Governance Work Group, referred meeting participants to the proposed membership slate for 2017-18 included in their packets. The Governance Work Group met on May 18th to review the applications and prepare the membership slate with consideration to ensuring a slate that is representative of the County. They noted that the slate includes an appointment of each of the five Board of Supervisors.

Carolyn Wong made the motion to approve the membership slate; the motion was seconded by Alejandra Berrio. The motion passed unanimously by the members present.

Next steps include sign off of the membership slate by the County Superintendent of Schools, Dr. Debra Duardo, and then approval by the Board of Supervisors before submitting to the California Department of Education. Ancelma and Nellie reminded meeting participants that all meetings are open to the public and that alternates should attend the meetings in their members' absence to ensure a quorum.

VII. Election of Officers – Chair and Vice Chair

Ancelma opened this item by stating that every two years, the Planning Committee elects a new Chair and Vice Chair to facilitate the meeting and guide the work over the next two years. She then presented the nomination by the leadership team of Nellie Ríos-Parra to serve as Chair and Tara Henriquez to serve as Vice Chair. Nominations were opened to the membership. No nominations were offered.

Kathy Schreiner moved to elect Nellie Ríos-Parra as Chair and Tara Henriquez as Vice Chair; Kelly O'Connell seconded the motion. The motion was unanimously approved.

Nellie thanked the members for their vote of confidence and added that she looks forward to continuing the collective effort as the Planning Committee transitions into strategic planning. She is energized by the commitment of the members and others as evidenced by the thoughtful questions and solutions put forth. Tara added her excitement, taking on a more significant role and noting the potential of what the Planning Committee can accomplish.

VIII. Announcements and Public Comment

- Daniel Polanco reported on the D.A.D. Project event that brought 120 fathers and their daughters together in Santa Fe Springs. He has pictures that show fathers fully engaged with their daughters in personal care activities. Next month, the D.A.D. Project will be hosting a health and fitness fair. Tables are available for organizations wishing to share their resources. Lastly, members of the project will be traveling to New Orleans at the end of the month to promote their work.

- Hope Street Family Center has received a large donation of water bottles decorated with the characters from the movie, *Frozen*. Organizations interested in accepting a supply of the water bottles for the children served by their program should contact Alejandra Berrio.

- LAUP recently partnered with the Los Angeles City Workforce Development Board to 1) help students strengthen their approach working with young children, and 2) navigate career paths in early care and education. The students received 16 weeks of training plus practicum experience.

- Regina Waugh of Los Angeles County's Initiative on Women and Girls provided a brief overview of this new effort adopted by the Board of Supervisors. Over the next five years, staff will be working with a governing board to develop recommended strategies on how the County can do better job as employer, a community partner and as a service provider through a gender lens. Regina considers the work relevant to the early care and education arena both on the side of early educators and families. A website is in development and should go live soon with more information.

IX. Adjournment

The meeting was adjourned at 1:51 p.m.



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PUBLIC POLICY PLATFORM
Second Year of 2017-18 Legislative Session

Introduction

The Child Care Planning Committee (Planning Committee) and Policy Roundtable for Child Care and Development (Roundtable) promote policies designed to increase the availability of and access to affordable, high quality early care and education programs for all children and their families of Los Angeles County. This public policy platform presents current and emerging policy issues in early care and education that are consistent with the County of Los Angeles State Legislative Agenda for the Second Year of the 2017-18 Legislative Session. The platform delineates each of the County's legislative agenda items in **bold** followed by examples of efforts that may be addressed by proposed legislation and/or the proposed state budget.

Platform Issues

1. Support efforts to enhance the quality of early care and education that set high standards for all services and program types and address the needs of all children, including those with disabilities and other special needs, and their families.

Such efforts should include, but not be limited to:

- Addressing the early care and education needs of children from birth through age 12, including infants and toddlers, preschool and school age children, and children with disabilities and other special needs up to age 22, and their families.
- Enhancing the quality of centers, family child care homes, and license-exempt care providers.
- Promoting a strengthening families approach to meet the needs of children at risk for abuse, neglect or sexual exploitation or under the supervision of the child welfare system and children of families under the supervision of Probation.
- Integrating early identification and intervention systems that recognize and respond early to young children who may be at risk for disabilities and other special needs.
- Developing policies that encourage collaboration between early care and education programs and locally-funded projects and public agencies that foster child and family well-being through the provision of coordinated services.
- Incorporating optimal health promotion policies and procedures as an integral component that contributes to the overall quality of early care and education services and programs.
- Engaging parents as their child's first teachers and partners in promoting their child's optimal growth and development.



2. Support efforts to develop and implement a statewide quality rating and improvement system and a system to adjust reimbursement rates based on demonstrated quality.

Such efforts should include, but not be limited to:

- Providing parents with clear, concise information on the quality of early care and education settings.
- Fostering the engagement of parents that promotes their child's optimal healthy growth and development and learning.
- Incorporating early learning standards that are research-based, culturally responsive to children from diverse cultural and linguistic backgrounds, aligned with existing regulatory systems and local quality initiatives, recognize and respond to the individual needs of children in group settings, and attend to families' needs for comprehensive services.
- Building an infrastructure of technical assistance, financial supports and training, all of which are tied to defined quality standards, to help early care and education programs achieve and maintain high quality services.

3. Support efforts to develop and sustain a well-educated and highly skilled professional workforce prepared to serve the culturally and linguistically diverse child and family populations of Los Angeles County.

Such efforts should include, but not be limited to:

- Focusing on teachers and other members of the workforce gaining skills and demonstrating competencies in the following areas: forming relationships and interacting with children, how to provide instructional support to children, best practices in working with dual language learners, proficiency in recognition and response to children with disabilities and other special needs, health and nutrition best practices, engaging parents and guardians, and expertise on the spectrum of child development from birth through early adolescence. Workforce practice must be based on established early care and education research.
- Offering coursework and instruction responsive to a multi-lingual, multicultural workforce, including but not limited to providing content in students' home language and offering classes during non-traditional hours.
- Expanding early childhood educators' access to higher education through stipend programs, grant funds and loan forgiveness programs, higher compensation when they attain post-secondary degrees, and benefits (i.e. health insurance and retirement plans).
- Facilitating child development or early childhood education coursework coordination and articulation between the community colleges and California State University (CSU) and University of California (UC) systems.
- Supporting efforts to enhance the quality of the license-exempt care workforce and facilitating connections between license-exempt care and the larger system of early care and education.

- Supporting alignment of teacher requirements under Title 22 with teacher requirements under Title 5.

4. Support efforts to ensure the health and safety of all children cared for in licensed early care and education facilities as afforded by timely, regular, and frequent on-site monitoring by the California Department of Social Services, Community Care Licensing Division (CCLD).

Such efforts should include, but not be limited to:

- Increasing to, at a minimum, annual inspections of centers and family child care homes.
- Advocating for, at a minimum, annual unannounced inspections of all licensed facilities.
- Providing that CCLD is sufficiently funded, staffed and held accountable to meet the standards, conduct timely reviews of licensing applications and responses to complaints, and provide technical assistance and resources to current and future licensees.
- Ensuring that costs of obtaining and renewing the license (or licenses for programs with multiple sites) is reasonable and not an extraordinary burden to the licensee's cost of doing business.

5. Support efforts to adequately fund high quality early care and education services for all children from low and moderate income families.

Such efforts should include, but not be limited to:

- Expanding access to high quality subsidized services for all eligible children, including infants and toddlers and children with disabilities and other special needs as well as preschool and school age children.
- Increasing levels of reimbursement in the Standard Reimbursement Rate (SRR) and the Regional Market Rate (RMR) to compensate providers for the true cost of high quality services.
- Prioritizing funds targeted to infants and toddlers to meet the growing demand for high quality services.
- Increasing funds for expansion of high quality full-day, full-year services for all ages.
- Offering tax incentives to businesses to provide or subsidize employee's early care and education services.
- Ensuring that the income ceiling for eligibility for State subsidized care reflects the current State Median Income (SMI), adjusted by region if appropriate.
- Opposing proposals that would reduce subsidized rates based on geographic location.

6. Support the streamlining of California Department of Education administrative processes to expand access for low-income families, ensure continuity of care, and promote flexible use of early care and education funding to meet the needs of families.

Such efforts should include, but not be limited to:

- Allowing administrative efficiencies such as multi-year contracting, grant-based funding, and waivers on program rules and regulations to allow flexibility of services based on community and family needs.
- Establishing a 12-month annual eligibility redetermination to allow for more stable enrollments for early care and education programs and continuous services for children and their families.
- Ensuring agencies have the capacity to connect with and serve the most vulnerable and the most difficult-to-serve families.
- Maintaining affordable family fees that do not exceed eight percent of gross family income.
- Maintaining part-day State Preschool as a free, comprehensive early care and education program.
- Allowing for various systems that serve vulnerable and low-income children and families to streamline administrative functions and share information in order to facilitate the enrollment of children in subsidized early care and education programs and to participate in joint data collection efforts.

7. Support proposals designed to prevent, detect, investigate and, when appropriate, prosecute fraud in subsidized child care and development programs.

8. Support efforts to ensure that vulnerable children and their families have access to consistent, uninterrupted subsidized early care and education services.

Such efforts should include, but not be limited to:

- Making sure that California Work Opportunity and Responsibility to Kids (CalWORKs) families have access to child care and education services, ensure that participating families are afforded the time and information needed to evaluate their child care and education options and make sound choices, and that allow parents to pursue or maintain employment.
- Promoting, facilitating and supporting consistent and continuous participation of children under the supervision of the child welfare system and Probation and their families in high quality programs that promote healthy child development and support effective parenting.

- Ensuring that all subsidized children – infants and toddlers, preschool age, and school age children – and their families have access to consistent and continuous high quality early care and education services that partner with parents to promote children’s healthy growth and development and prepare them for school and life, and meet the needs of families.
- Addressing the needs of pregnant and parenting teens to ensure their access to high quality early care and education services that support their academic goals, promote positive and effective parenting skills, and contribute to their child’s healthy growth and development.
- Facilitating access to high quality early care and education programs that are responsive to the unique needs of children and families experiencing homelessness.

9. Support efforts to expand the supply of appropriate early care and education services through facility development in communities with a significant shortage of these services.

Such efforts should include, but not be limited to:

- Facilitating the cost of effective construction or renovation of early care and education facilities in communities with unmet needs for these services.
- Integrating early care and education in specific plans for land use, housing, transportation, economic, workforce, and community development.

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Infant-Toddler Access Pilot Project

A Partnership between Advancement Project CA and California Child Care Coordinators Association

What: The California Child Care Coordinators Association, in partnership with the Advancement Project CA (APCA), is working to create a unified story on early care and education access across the state of California. Represented by Local Planning Council (LPC) coordinators, this project involves five counties: Fresno, Los Angeles, San Francisco, San Luis Obispo, and Santa Clara. In collaboration with these five counties, this project seeks to elevate the tremendous childcare data collection done by LPCs and strategically use this data to highlight the overwhelming childcare need throughout California. A key component of this project involves uplifting community voice by seeking input from families, communities, and diverse stakeholders across these five counties with the goal of developing policy recommendations. APCA will develop a toolkit to equip LPCs across the state with the information and resources to advocate for infant and toddler care.

Who: This pilot project is represented by the following Local Planning Council (LPC) Coordinators:

1. Michele Sartell, Los Angeles
2. Raechelle Bowlay-Sutton, San Luis Obispo
3. Matilda Soria, Fresno
4. Michael Garcia, Santa Clara
5. Anthony Tyson, San Francisco

When: This project began in April 2017 and consists of three phases: 1.) data collection and GIS mapping, 2.) uplifting community voice, and 3.) developing policy recommendations and advocacy toolkit. The goal is to complete this project by October 2017.

| PHASES | GOALS | TIMELINE |
|---------|---|-------------------------|
| Phase 1 | Data Collection and GIS Mapping | April – July 2017 |
| Phase 2 | Uplifting Community Voices | August – September 2017 |
| Phase 3 | Policy Recommendations and Advocacy Toolkit | October 2017 |

Where: Meetings will consist of a combination of in-person meetings and conference calls. Two (2) in-person meetings occurred on Monday, April 17, 2017 (Los Angeles) and Friday, June 30, 2017 (San Francisco). A conference call was held on Tuesday, June 6, 2017.

How: LPC coordinators will help shape this project by being thought partners, sharing and analyzing data and GIS maps, identifying important spaces to present and obtain feedback from communities and stakeholders, and reviewing and providing input on policy recommendations and advocacy toolkit. LPC coordinators will be invited to present the data and policy recommendations that come out of this project at the Birth-to-Five Water Cooler Conference on October 2-3, 2017 in Sacramento, CA.

Contact Information

If you have any questions, please contact **Adam M. Lara**, Policy & Research Analyst, Educational Equity via email at Alara@advanceproj.org or phone at 213-406-9109.

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Speaker Bios - September 6, 2017

INFANT-TODDLER ACCESS PILOT PROJECT

KARLA PLEITÉZ HOWELL, DIRECTOR, EDUCATIONAL EQUITY/ADVANCEMENT PROJECT

Karla Pleitéz Howell is a public interest lawyer with experience in direct client services, systems change, and advocacy. She is currently the Director of the Advancement Project's Education team and is responsible for managing operations. In addition, Ms. Howell works with key stakeholders to identify education priorities to assure equity in California's education system.

ADAM LARA, POLICY AND RESEARCH ANALYST, EDUCATIONAL EQUITY/ADVANCEMENT PROJECT

Adam M Lara serves as a Policy and Research Analyst within the Educational Equity Department at Advancement Project. He is responsible for helping lead the organization's community mobilization and advocacy effort with parents in Southeast Los Angeles, helping design and implement a train-the-trainer family engagement curriculum, and supporting the team's early child care education policy advocacy.

LOS ANGELES EARLY EDUCATORS ADVANCE STUDY: A STUDY OF PROFESSIONAL DEVELOPMENT IN EARLY CARE AND EDUCATION

Kimberly M. Hall, EVALUATION AND LEARNING MANAGER, FIRST 5 LA

Kimberly M. Hall leads the conceptual and technical oversight of evaluation, data development and research for First 5 LA's Early Care and Education (ECE) and Place-Based investments. She has led First 5 LA's work on the ECE Workforce Registry, LA Advance, the Best Start Family Survey and is working in partnership with LACOE on the formative evaluation of Quality Start Los Angeles. Kimberly is driven by her passion to facilitate strategic learning, knowledge sharing and data-driven decision making to promote impact and effectiveness.

EMILY MOIDUDDIN, ASSOCIATE DIRECTOR AND SENIOR RESEARCHER, MATHEMATICA POLICY RESEARCH

Emily Moiduddin's research focuses on understanding factors within and external to early childhood programs that promote quality care and education. Her expertise includes collaborating with program stakeholders to ensure rigorous study design and successful execution. She directed First 5 LA's Los Angeles Universal Preschool Child Outcomes Study (UPCOS) and Los Angeles Early Educators Advance Study (LA Advance).

YANGE XUE, SENIOR RESEARCHER, MATHEMATICA POLICY RESEARCH

Yange Xue has extensive experience designing and conducting studies of early care and education programs and interventions and is an expert in complex statistical methodologies. Xue's research has included some of Mathematica's signature studies in early education, including First 5 LA's UPOCS and LA Advance and the Early Head Start Family and Child Experiences Survey, for which she is the co-principal investigator.

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COUNTY OF LOS ANGELES



POLICY • PLANNING • PRACTICE

Members – Program Year 2017-18

Nellie Ríos-Parra, Chair
Parent/Consumer

Tara Henriquez, Vice Chair
Parent/Consumer

Demitra Adams
*Department of Public Health
Public Agency*

Renae Amezquita
*Early Childhood Education - LAUSD
Public Agency*

Alejandra Berrio
Parent/Consumer

Tonya Burns
*Children Today
Discretionary*

Edilma Cavazos
*WestEd: Program for Infant/Toddler Care
Community Agency*

Diana Esquer
*Esquer Family Child Care
Child Care Provider*

Lindsey Evans
*Un Mundo de Amigos Preschool
Child Care Provider*

Michaela Ferrari
*LA Best Babies Network
Community Agency*

Teresa Figueras
*Hacienda/La Puente Unified School District
Public Agency*

Mona Franco
Parent/Consumer

Nora Garcia-Rosales
*Department of Public Social Services
Public Agency*

Lila Guirguis
*Office of the Young Child, City of Pasadena
Community Agency*

La Tanga Gail Hardy
*Los Angeles Trade-Tech Community College
Child Care Provider*

Toni Isaacs
*Partnerships for Education, Articulation and
Coordination through Higher Education (PEACH)
Discretionary*

Andrea Joseph
*California Children's Academy
Child Care Provider*

Aolelani Lutu
*Friendship Academy Lomita
Child Care Provider*

Ritu Mahajan, J.D.
*Public Counsel
Community Agency*

Christine Manley
*Jumpstart
Community Agency*

Valerie Marquez
*Redondo Beach Unified School District
Child Care Provider*

Cyndi McAuley
*Therapeutic Living Centers for the Blind
Community Agency*

Mabel Muñoz
Parent/Consumer



Melissa Noriega
SEIU Local 99
Community Agency

Kelly O'Connell
1st Supervisorial District Representative

Daniel Orosco
LACOE Early Learning Support Unit
Public Agency

Laurel Parker
Norwalk La Mirada Unified School District
Public Agency

Eli Pessar
LAUP
Community Agency

Dianne Philibosian, Ph.D.
5th Supervisorial District Representative

Daniel Polanco
Parent/Consumer

Holly Reynolds
Fairplex Child Development Center & Cal Poly Pomona
Child Care Provider

Alicia Rivas
LACOE Head Start-State Preschool
Public Agency

Ricardo Rivera
Baldwin Park Unified School District
Child Care Provider

Joyce Robinson
Low Income Investment Fund (LIIF)
Community Agency

Reiko Sakuma
ABC 123 Long Beach Learning Center
Child Care Provider

Ernesto Saldana
Parent/Consumer

Ancelma Sanchez
Southern California Association for the Education
of Young Children
Community Agency

Mariana Sanchez
Monrovia Unified School District
Public Agency

Roselle Schafer
Parent/Consumer

Janet Scully
Department of Public Health
Public Agency

JoAnn Shalhoub-Mejia
CA Federation of Family Child Care Association
Child Care Provider

Michael Shannon
Discretionary

Sarah Soriano
4th Supervisorial District Representative

Fiona Stewart
Child Care Alliance of Los Angeles
Discretionary

Andrea Sulsona
Parent/Consumer

Julie Taren
3rd Supervisorial District Representative

Veronica Torres
UCLA Center for Improving Child Care Quality
Discretionary

Jenny Trickey
Santa Monica College
Public Agency

Jocelyn Tucker
2nd Supervisorial District Representative

Lisa Wilson
Parent/Consumer



WORK GROUPS

Strategic Plan Implementation Work Groups

Quality Work Group

The Quality Work Group develops plans to implement the Strategic Plan for Child Care and Development in Los Angeles County – 2013-18 (Strategic Plan) in areas relating to quality. Among its tasks is serving as an advisory to the locally-based quality rating and improvement systems.

Access/Inclusion Work Group

The Access/Inclusion Work Group oversees the process for setting geographic priorities for State funding, collects and analyzes data related to the needs assessment for child care and development, reviews requests from California Department of Education-contracted programs proposing changes to their service areas, and develops plans to implement the Access section of the Strategic Plan. In addition, promotes the inclusion of children at risk for or with disabilities and other special needs in typical child care and development programs and encourages the coordination of services.

Workforce Work Group

The Workforce Work Group develops plans to implement the Workforce section of the Strategic Plan. Among its tasks is serving as an advisory to the Investing in Early Educators Stipend Program.

Needs Assessment Event Ad Hoc Committee

The Needs Assessment Event Ad Committee will oversee planning for the launch of the countywide needs assessment event, which is scheduled for March 7, 2017. For background, local child care and development planning councils (in Los Angeles County, the Child Care Planning Committee) are required to conduct a needs assessment at least once every five years. The needs assessment compares the overall supply of early care and education services available for children from birth to 12 years old and their families against the gap, inclusive of the gap between supply and demand for subsidized services for low- to moderate income families.

Additional Work Groups

Joint Committee on Legislation

Formed by the Child Care Planning Committee (Planning Committee) and the Policy Roundtable for Child Care and Development (Roundtable) to focus on federal, state and local policy initiatives as they impact early care and education services available for Los Angeles County families. Monitors state and federal legislation and budgets and guides the development of recommended positions on selected bills and the Governor’s budget and may revise for proposal to the Board of Supervisors by the Planning Committee and Roundtable. Reviews annually child care and development items for inclusion in the County’s state and federal legislative agendas.

Governance

The Governance Work Group manages the recruitment and selection of Planning Committee members each year. In addition, the Work Group reviews, updates, and clarifies Planning Committee policies and procedures, advises on the Planning Committee strategy related to leadership development, and plans the annual retreat and/or new member orientation.

For more information on the work groups, contact the Office for the Advancement of Early Care and Education by e-mail at sib_occ@ceo.lacounty.gov or by telephone at (213) 974-4103.

Standing Work Group Membership – 2017-18 (Preliminary)

| | | |
|---|---|--|
| <p>Access/Inclusion <i>Co-chairs:</i> Ritu Mahajan Cyndi McAuley</p> <hr/> <p>Demitra Adams Renaе Amezquita* Alejandra Berrio Tonya Burns Kimberly Dobson-Garcia – A Lindsey Evans Lila Guirguis Ritu Mahajan Cyndi McAuley Kelly Meyers-Wagner - A Alicia Rivas Michael Shannon Julie Taren Jenny Trickey</p> | <p>Quality <i>Co-chairs:</i> Kevin Dieterle Laurel Parker</p> <hr/> <p>Renaе Amezquita* Robert Beck - A Teresa Figueras La Tanga Gail Hardy* Toni Isaacs Christine Manley Valerie Marquez* Mabel Muñoz Kelly O’Connell Laurel Parker Eli Pessar Daniel Polanco* Nellie Ríos-Parra* Ricardo Rivera* Ancelma Sanchez* Mariana Sanchez Janet Scully Sarah Soriano* Veronica Torres Jocelyn Tucker</p> | <p>Workforce <i>Co-chairs:</i> Toni Isaacs Fiona Stewart</p> <hr/> <p>Edilma Cavazos Diana Esquer Mona Franco La Tanga Gail Hardy* Andrea Joseph Aolelani Lutu Gay Macdonald - A Valerie Marquez* Melissa Noriega Daniel Orosco Dianne Philibosian Daniel Polanco* Holly Reynolds Nanette Rincon-Ksido - A Ricardo Rivera* Joyce Robinson Reiko Sakuma Roselle Schafer Fiona Stewart Andrea Sulsona Lisa Wilson</p> |
| <p>Governance <i>Co-chairs:</i> La Tanga Gail Hardy Ancelma Sanchez</p> <hr/> <p>Tara Henriquez Daniel Orosco Nellie Ríos-Parra* Dianne Philibosian Daniel Polanco Ancelma Sanchez* JoAnn Shalhoub-Mejia*</p> | <p>Joint Committee on Legislation <i>Co-chairs:</i> Karla Pleitéz Howell - A Dean Tagawa (Roundtable Rep)</p> <hr/> <p>Robert Beck - A Michaela Ferrari Nora Garcia-Rosales Laurel Parker Joyce Robinson Ernesto Saldana JoAnn Shalhoub-Mejia* Sarah Soriano*</p> | <p>CCPC Representation on Other Efforts:</p> <p>Help Me Grow-LA Leadership Council: Ritu Mahajan</p> <p>Measure H: Connecting Families Experiencing Homelessness with ECE Tonya Burns</p> <p>Policy Roundtable for Child Care and Development: Nellie Ríos-Para</p> <p>QRIS Architects: Nellie Ríos-Para Michele Sartell</p> <p>Ad hoc: Tara Henriquez</p> |

* Signed up for two or more work groups that meet simultaneously.

Elevating the Voices of Children:

The State of Early Care and Education in Los Angeles County



Los Angeles County Child Care Planning Committee 2017 Needs Assessment Findings and Recommendations

Access to Early Care and Education

- 1) **There are not enough early care and education services for families with infants and toddlers.**
 - Recommendation – Conduct a deeper analysis of the barriers to increasing the supply of infant and toddler care.
 - Recommendation – Increase investments to expand access for infant and toddler care.
- 2) **The County continues to lose licensed family child care spaces for all age groups while licensed center capacity has grown.**
 - Recommendation – Support family child care providers to provide quality care for infants and toddlers.
 - Recommendation – Conduct a study of family child care providers who have left the system.
- 3) **Preschool age children are participating more and more in transitional kindergarten.**
 - Recommendation – Establish a mixed delivery systems early care and education taskforce.
- 4) **Early care and education is a costly expense for many families.**
 - Recommendation – Support increasing the income eligibility cap for subsidized early care and education for low-income families.

Quality in Early Care and Education

- 1) **While the number of QRIS (Quality Rating and Improvement System) rated sites has increased, only a limited percentage of Los Angeles County providers have been QRIS rated.**
 - Recommendation – Increase on-going QRIS funding.
- 2) **To date, QRIS has been primarily focused on state-funded and center-based care.**
 - Recommendation – Promote flexibility in the use of QRIS funds to best meet the needs of local communities.
 - Recommendation – Continue building a single QRIS model in Los Angeles County through the QRIS Architects.

The Early Care and Education Workforce

1) The early care and education workforce earn low wages.

- Recommendation – Raise the Regional Market Rate for early care and education providers.
- Recommendation – Maintain the Standard Reimbursement Rate for early care and education providers.
- Adopt a single reimbursement rate for all California early care and education providers.

2) Early care and education staff have limited education.

- Recommendation – Expand pathways and supports for the early care and education workforce to pursue higher education.
- Recommendation – Establish a formal teaching credential in California that prepares educators to work with children 0-8 years old.

3) Cost is a barrier to early care and education providers accessing professional development.

- Recommendation – Expand free and low-cost professional development opportunities.
- Recommendation – Improve information systems to support professional development through the California Early Care and Education Workforce Registry.

ADDITIONAL INFORMATION

For more information about *The State of Early Care and Education in Los Angeles County: Los Angeles County Child Care Planning Committee 2017 Needs Assessment*, contact Michele Sartell at msartell@ceo.lacounty.gov. The full report may be downloaded at www.childcare.lacounty.gov.

COUNTY OF LOS ANGELES



POLICY • PLANNING • PRACTICE

VOLUNTARY, TEMPORARY TRANSFER OF FUNDS (VTTF)

Ensuring contract funds are fully utilized to serve eligible children in Los Angeles County

Report – Spring 2017¹

The California Department of Education/Early Education and Support Division (CDE/EESD) requires Local Child Care and Development Planning Councils to develop and implement a process for handling requests from CDE/EESD-contracted that are anticipating under- or over-earning their contracts in the current fiscal year. In the Spring of each year, the Office for the Advancement of Early Care and Education, on behalf of the Child Care Planning Committee, facilitates the process of inviting organizations to participate and preparing the information for submission to the CDE/EESD.

Results for fiscal year 2016-17 are as follows:

- ✦ Nine organizations agreed to release an aggregated \$1.4 million from their California State Preschool Program (CSPP) contracts due to anticipated under-earnings.
- ✦ Two organizations volunteered to release in the aggregate \$508,519 million from their Center-based (CCTR) contracts due to anticipated under-earnings.
- ✦ Nine organizations volunteered to accept in the aggregate a total of \$4.5 million due to anticipated over-earnings.
- ✦ Reasons for under-earnings varied: organizations reported delays in licensing approvals for expansion of existing sites or new sites, facility relocation issues, and competition with transitional kindergarten and/or other preschool programs located in the same community. Most expect to fully earn their respective contracts in fiscal year 2017-18.
- ✦ A factor impacting under- and over-earnings are changes implemented this fiscal year that dis-allows Local Education Agencies (LEAs) and Community College Districts (CCDs) from requesting intra-agency transfers between their CSPP and CCTR contracts as a result of the Budget Act of 2015, which fully funds LEA and CCD CSPP contracts with Proposition 98 dollars.

| | California State Preschool Program (CSPP) | Center Based Child Care (CCTR) | Total Over- and Under-earnings |
|-----------------|---|--------------------------------|--------------------------------|
| Over-earnings | \$206,814 | \$4,245,584 | \$4,452,398 |
| Under-earnings | \$1,448,148 | \$1,765,826 | \$3,213,974 |
| Variance | (\$1,241,334) | \$2,479,758 | |

Questions or comments regarding this report may be referred to Michele Sartell, Child Care Planning Coordinator, by e-mail at msartell@ceo.lacounty.gov or by telephone at (213) 974-5187.

¹ Final calculations for under- and over-earning contracts based on letters to organizations receiving adjustments to their contract amounts.



Investing in Early Educators Stipend Program

Cycle 18 Stipends Awarded

The Office for the Advancement of Early Care and Education and the Child Care Planning Committee commend the 1,536 participants in Cycle 18 of the Investing in Early Educators Program for completing coursework towards a degree in child development. Congratulations are also extended to the 137 participants who successfully earned Associate of Arts, Bachelor, or Master Degrees during Cycle 18.

| Table 1. Cycle 18 Stipend Recipients | |
|--------------------------------------|------------------------|
| Program Type | Number of Participants |
| Family Child Care | 136 |
| Center Staff | 1,400 |
| Total | 1,536 |
| <i>Number of Graduates</i> | |
| Associate of Arts | 47 |
| Bachelor of Arts | 58 |
| Master Degree | 32 |
| Total | 137 |

| Table 2. Cycle 18 Stipend Awards | |
|----------------------------------|-----------------|
| Credits/Degrees Earned | Stipend Amounts |
| 3 units | \$1,000 |
| 6 units | \$2,000 |
| <i>Graduation Stipends</i> | |
| Associate of Arts | \$275 |
| Bachelor of Arts | \$550 |
| Master Degree | \$825 |