



Wednesday, December 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
<ul style="list-style-type: none"> ▪ Opening Statement and Comments by the Chair | Nellie Ríos-Parra, Chair |
| 2.
12:10 | Approval of Minutes
<ul style="list-style-type: none"> ▪ November 1, 2017 | Action Item
Tara Henriquez, Vice Chair |
| 3.
12:15 | Shaping the Early Care and Education Public Policy Landscape for 2018 | Becca Patton
Public Policy and Government Affairs at First 5 LA |
| 4.
12:45 | Elevating Public Policy Priorities for Early Care and Education: Voices from the Field | Sarah Soriano, Young Horizons Members |
| 5.
1:15 | Transitioning from Talking to Action: Reconvening the Work Groups
<ul style="list-style-type: none"> ▪ Access/Inclusion ▪ Quality ▪ Workforce | Nellie Ríos-Parra
Work Group Co-chairs:
Ritu Mahajan & Cyndi McAuley
Kevin Dieterle & Laurel Parker
Toni Isaacs & Fiona Stewart |
| 6.
1:30 | Work Group Breakouts
<ul style="list-style-type: none"> ▪ Meeting the Members ▪ Defining the Purpose ▪ Next Steps | |
| 7.
1:45 | Announcements and Public Comment | Tara Henriquez |
| 8.
2:00 | Call to Adjourn | Nellie Ríos-Parra |

Next Meeting

Wednesday, January 3, 2018 • 12:00 – 2:00 p.m.
 Center for Healthy Communities at The California Endowment
 1000 N. Alameda Street, Yosemite B
 Los Angeles, CA 90012

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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Meeting Minutes – November 1, 2017

Members in Attendance (33)				
Parents	ECE Program	Community Agency	Public Agencies	Discretionary
Tara Henriquez	Lindsey Evans	Michaela Ferrari	Ranae Amezquita	Toni Isaacs
Kevin Dieterle for Mabel Muñoz	Ricardo Rivera	Ritu Mahajan	Teresa Figueras	Kelly O’Connell <i>1st Supervisorial District</i>
Nellie Ríos-Parra	Reiko Sakuma	Christine Manley Martinez	Robert Beck for Nora Garcia-Rosales	Dianne Philibosian <i>5th Supervisorial District</i>
Ernesto Saldaña	JoAnn Shalhoub-Mejia	Cyndi McAuley	Daniel Orosco	Kelly Meyers Wagner for Michael Shannon
Andrea Sulsona		Eli Pessar	Laurel Parker	Whitney Leathers for Sarah Soriano <i>4th Supervisorial District</i>
		Joyce Robinson	Alicia Rivas	Fiona Stewart
		Liliana Alvarez Hernandez for Ancelma Sanchez	Helen O’Connor for Janet Scully	Julie Taren <i>3rd Supervisorial District</i>
		Mariana Sanchez	Jenny Trickey	Veronica Torres

Guests and Alternates: Phil Bedel – Teaching at the Beginning, Sally Durbin – Teaching at the Beginning, Rosemary Jiles – Guest, Patrick MacFarlane – Crystal Stairs, Christina Preuss – Alternate for Cyndi McAuley, and Kathy Schreiner – Best Start and ECE Advocate

Staff: Michele Sartell

I. Welcome and Introductions

Nellie Ros-Para, Chair, opened the Child Care Planning Committee (Planning Committee) meeting at 12:05 p.m. She welcomed members and guests after reading the opening statement and asked Kevin Dieterle to read the mission statement. Nellie asked members, alternates and guests to make self-introductions in a language other than English, if known. Following introductions, she noted the silence in the room as meeting participants heeded close attention to the introductions and related to the importance of listening to and participating in the conversation on dual language learners.

II. Approval of Minutes

Tara Henriquez, Vice Chair, reviewed the minutes from September 6, 2017 and asked for a motion to approve. *Fiona Stewart made the motion to approve the minutes; the motion was seconded by Kevin Dieterle. The motion passed with an abstention from Jenny Trickey.*

Tara next reviewed the minutes from the meeting held on October 4, 2017. It was noted that Jenny Trickey attended the meeting. *Lindsey Evans made the motion to approve the minutes as amended; Mariana Sanchez seconded the motion. The motion passed with abstentions from Ranae Amezquita, Michaela Ferrari, Robert Beck, Laurel Parker, Dianne Philibosian, and Reiko Sakuma*

III. Enhancing Access to Dual Language Learner Children in Early Care and Education Programs

As way of introduction, Nellie noted that research is informing advocates locally and nationally to the importance of supporting the growth and development of dual language learners in early care and education programs. She commented on the privilege Los Angeles County holds to have among us a member of national experts contributing to the research on best practices for raising dual language learners and developing practical strategies for nurturing and educating them – Dr. Marlene Zepeda. Nellie referred meeting participants to their meeting packets for her bio and then welcomed Dr. Zepeda to the dais.

Referring to her PowerPoint presentation, Dr. Zepeda introduced the terminology for English Language Learners (ELLs) and Dual Language Learners (DLLs). ELLs refers to persons from 3 through 21 years old enrolled in elementary or secondary schools and possibly born outside of the United States or speaks a native language other than English. DLLs are children learning two or more languages simultaneously as well as those learning a second language while continuing to development their first/home language. California has a high concentration of ELLs, however the population of ELLs is growing in other parts of the country, most significantly in the southeast part of the United States. Slide five provided the landscape of ELL and DLL populations in California, Los Angeles County and Los Angeles Unified School District (LAUSD).

Dr. Zepeda next discussed the importance of creating a focus on ELLs and DLLs in early care and education. Research suggests that in the long-term ELLs do not become proficient in their primary home or secondary language, whereas proficiency in the home language lays the foundation for learning in English as has been demonstrated in DLLs. She added that all children have the capacity to learn more than one language, the primary language is strongly associated with a child's sense of identity, and proficiency in any language takes time. Lastly, Dr. Zepeda briefly reviewed practical strategies for serving young DLLs and their families, beginning with answering questions around goals and objectives for primary and secondary language development and the levels of supports need to achieve the goals and objectives. She stressed that programs then needed to commit to the work over time. In addition, she listed a set of strategies that may be employed in the program.

Questions and comments related to the value of all young children being offered the opportunity to participate in programs committed to supporting DLLs, tools for incorporating and measuring DLL as part of the quality rating and improvement system (QRIS), professional development needs, and classroom environments. Dr. Zepeda commented on many parents of children growing up in English speaking homes wanting their children to participate in immersion programs. With respect to QRIS, more attention is needed to figure out integration of DLL practices. She added that infants and toddlers are engaged in receptive language acquisition rather than producers. Research supports the home language as a means for parent-child attachment and for building a strong foundation for productive speech later on. On professional development, many early educators lack knowledge on first or second language development, therefore work is needed in the Core 8. She concluded by suggesting that simply having an array of multi-cultural and multi-lingual materials is insufficient; materials need to be authentic and tied to the goals and objectives.

IV. Breakout Session: Exploring Practical Strategies for Promoting Dual Language Learning in Early Care and Education

Tara thanked Dr. Zepeda for her presentation and referred meeting participants to their materials packets for additional materials included a list of resources assembled by Dr. Zepeda. Tara referred to the packets for the organizational graphic for use as a guide for small group conversations and introduced the opportunity to discuss the role of the Child Care Planning in promoting the integration

of dual language learning practices in early care and education programs. Tara suggested thinking about current practices, a vision for the future, and steps along the way.

V. Promoting Dual Language Learners: Key Take-aways

Tara commented on the dynamic conversations occurring at each of the tables and then invited representatives from each group to offer their key takeaways. In summary, meeting participants appreciated the work done to date to build an awareness of DLLs as both a local and national trend. There were some common themes across the groups regarding the intentionality needed to create environments that support home language development inclusive of staff development. Furthermore, some of the groups discussed the importance of shared values that should cut across parents, early educators and policy makers for supporting the home language as the foundation for building a second language. And, the centrality of the teacher-child relationship was stressed as critical to language development. Additional comments touched upon the need for tools and curriculum to support language acquisition and measures to assess how programs are integrating DLL in their classrooms, for example through the QRIS. Lastly, it was suggested that early educators need to feel empowered through access to college courses, workshops and conferences in their home languages.

Sally Durbin, guest, suggested Teaching at the Beginning as a resource with tools for promoting dual language learning in early care and education programs. She mentioned their work with Dr. Zepeda to develop videos that demonstrate interactions in the classroom and include a piece on involving parents. The resources may be accessed at <https://teachatb.org/>.

VI. Public Policy Report

Michele Sartell, staff to the Planning Committee, provided the report on behalf of Karla Pleitéz Howell, Co-chair of the Joint Committee on Legislation. Referring to the meeting packets for the wrap up of the first state legislative session for 2017-18, Michele highlighted key early care and education items that were approved in the state budget as well as the list of bills that made it to the Governor's desk and his action. Notable wins in the Budget Act of 2017 are 12 months of continuous eligibility for families eligible for state subsidized services up to 85 percent of the State Median Income (SMI), the Emergency Child Care Bridge Fund for Children in Foster Care, modest raises to reimbursement rates, and funding to increase access to preschool. Legislative wins included expansion of eligibility for subsidized services when a parent is enrolled in an educational program for ELLs or to attain a high school diploma or general education development certificate and streamlining for Alternative Payment Programs. Michele also brought attention to the approved bills that create pilot subsidy programs in various counties across the state that calls for a local conversation on the implications for Los Angeles County.

In addition to the legislative wrap up document, Michele referred members to two additional resources. First was information on the Choose Children 2018, a statewide campaign to ensure the next Governor is a champion for young children. The website has tools and an opportunity to subscribe for updates. The second handout was a fact sheet on the Child Care for Working Families Act introduced on the federal level by Senator Murray and Representative Scott. The Act proposes changes to the requirements under the federal Child Care and Development Block Grant that would improve access to subsidized child care and development programs and increase workforce training and compensation, among other things. While it is unlikely that the bill may gain much momentum, it at least raises critical issues for the field and reaching families with young children.

VII. Announcements and Public Comment

- Meeting participants were invited to help themselves to resources on the mosquito carrying Zika virus. Michaela Ferraro relayed that the mosquito is new to the region and California is preparing for transmission of the virus as early as next summer.
- Helen O'Connell of the Department of Public Health announced that an outbreak of Hepatitis A has been declared in Los Angeles County as well as across the state with cases mostly found in individuals experiencing homelessness, engaged in illicit drug use and participating in same sex activities. She encouraged thorough handwashing with soap and warm water as a preventative measure from its spread. For more information and access to resources, visit <http://publichealth.lacounty.gov/acd/Diseases/HepA.htmResources>.
- Ernesto Saldaña announced that the Advancement Project will be hosting a Spanish language policy summit for families in South Los Angeles on February 10, 2017. More information forthcoming.
- The Infant Development Association has scheduled several workshops for the upcoming year, including an update on Early Start Part C on January 22, 2018, followed by a full-day conference addressing early intervention for children with feeding challenges on February 26, 2017. For more information, visit <http://www.idaofcal.org/events-southern-california-chaptercalifornia-chapter>.

VIII. Adjournment

The meeting was adjourned at 1:49 p.m.



Speaker Bio - December 6, 2017

REBECCA PATTON – FIRST 5 LA

Becca Patton has been involved in early care and education for the past 12 years, currently as the Senior Policy Strategist for Early Care and Education at First 5 LA. In this role, Becca supports state wide advocacy to increase investment in quality early learning for all children in Los Angeles County. Previously, Becca was the Program Director for Reading Partners, a literacy intervention serving kindergarten through fourth grade students. She supported over 2,500 students improving their reading skills during her time at Reading Partners. Prior to Reading Partners, Becca was with LAUP supporting campaigns that led to an additional \$100 million invested in early learning at the local, state, and federal level. She started her career at Jumpstart, an Americorps program, where she supported college students working with preschool children throughout Los Angeles.

SARAH M. SORIANO – YOUNG HORIZONS CHILD DEVELOPMENT CENTERS

Sarah serves as Executive Director and has led Young Horizons for 14 years. She holds a Bachelor of Arts degree from California State University Dominguez Hills in Interdisciplinary Studies with a minor in Public Administration. Her role includes overseeing the overall management of Young Horizons and leading the organization in fulfilling its philosophy, mission, strategy, and annual goals and objectives.

Ms. Soriano is highly knowledgeable regarding early childhood education and is very active in the community, serving on several boards. In addition to leading Young Horizons, she serves the community at the local, county and statewide level. She is Co-Chair of the Kindergarten Festival Committee for the Long Beach Early Childhood Education Committee. In 2012, Ms. Soriano was appointed as the Fourth District Representative to the Los Angeles County Child Care Planning Committee and has served as Chair since 2015. She is also the member-at-large of the California Child Development Administrators Association board. Ms. Soriano was part of the inaugural class of the Long Beach Nonprofit Partnership's Leadership Institute in 2011-2012 and was selected as class speaker by her peers. She is now serving as a coach to Emerging Leaders Institute participants. In 2014, Ms. Soriano was awarded the Press-Telegram's Amazing Women of 2014 award in Education. She is a member of the 2016 graduating class of Leadership Long Beach.

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Recent Success

Because of the work of advocates here and across the state, there has been investment into ECE:

- Increased funding for state subsidized ECE programs
- Expanded ECE program eligibility
- Increased reimbursement rates for ECE program providers

first 5 la



State Early Care and Education Coalition

The State ECE Coalition is a partnership of early childhood education advocacy and service organizations working together to secure access to high quality early learning and care for California's low-income children and families. The Coalition creates an annual unified policy and budget ask that advances access to quality early care and education for children birth to five.



State ECE Coalition

- Supported by First 5 CA and First 5 LA
- Over 23 members:

Advancement Project	Common Sense Kids	LA Chamber
Bay Area Council	Council for a Strong	Mission Readiness
CCDAA	America	Moms Rising
CCRCCA	Early Edge	Parent Voices
Californians Together	Fight Crime: Invest in	PEACH
CA State Head Start	Kids	R&R Network
Association	First 5 Association	United Ways of CA
Child Care Law Center	First 5 LA	Silicon Valley
Children 360	First 5 CA	Community
Children Now	KinderCare	Foundation







Goals of ECE Advocates

- Infant and toddler care – access and infrastructure
- LAO Workgroup on facilities
- Rate reform
- Engagement with the candidates for governor

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Want to Know More?

- Contact a member of the State ECE Coalition to learn more.
- Reach out to Becca:
rpatton@first5la.org
213-482-7555



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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

<p>Access/Inclusion <i>Co-chairs:</i> Ritu Mahajan Cyndi McAuley</p> <hr/> <p>Renae Amezquita* Alejandra Berrio Tonya Burns Kimberly Dobson-Garcia – A Lindsey Evans Lila Guirguis Ritu Mahajan Cyndi McAuley Patrick MacFarlane Kelly Meyers-Wagner – A Ariana Oliva Michael Shannon Julie Taren Jenny Trickey</p>	<p>Quality <i>Co-chairs:</i> Kevin Dieterle Laurel Parker</p> <hr/> <p>Renae Amezquita* Robert Beck - A Teresa Figueras La Tanga Gail Hardy* Christine Manley Martinez Valerie Marquez* Mabel Muñoz Kelly O’Connell Laurel Parker Eli Pessar Daniel Polanco* Nellie Ríos-Parra* Ricardo Rivera* Ernesto Saldaña Ancelma Sanchez* Mariana Sanchez Nancy Sanchez Janet Scully Roders Shakhvaladyn Sarah Soriano* Veronica Torres Jocelyn Tucker</p>	<p>Workforce <i>Co-chairs:</i> Toni Isaacs Fiona Stewart</p> <hr/> <p>Edilma Cavazos Jessica Chang Diana Esquer Omar Ezzeldine Edmund Fiores 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 Alicia Rivas 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.



Needs Assessment Survey Results Prioritizing the Recommendations

In May of 2017, Child Care Planning Committee (Planning Committee) members were asked respond to a survey asking them to prioritize the recommendations in each of the three areas – access, quality and workforce – resulting from the needs assessment. The purpose for prioritizing the recommendations is to inform the work of the Planning Committee and its work groups. This document summarizes the results of the survey with 41 respondents.

ACCESS

Response	Chart	Frequency	Count
Conduct a deeper analysis of the barriers to increasing the supply of infant and toddler care		14.6%	6
Increase investments to expand access for infant and toddler care		41.5%	17
Support family child care providers to provide quality care for infants and toddlers		14.6%	6
Conduct a study of family child care providers who have left the system		4.9%	2
Establish a mixed delivery system early care and education task force		24.4%	10

QUALITY

Response	Chart	Frequency	Count
Increase ongoing QRIS (quality rating and improvement system) funding		46.3%	19
Promote flexibility in the use of QRIS funds to best meet the needs of local communities		24.4%	10
Continue building a single QRIS model in Los Angeles County through the QRIS Architects		29.3%	12

WORKFORCE

Response	Chart	Frequency	Count
Raise the Regional Market Rate for early care and education providers		41.5%	17
Maintain the Standard Reimbursement Rate for early care and education providers		4.9%	2
Adopt a single reimbursement rate for all California early care and education programs		12.2%	5
Expand pathways and supports for the early care and education workforce to pursue higher education		14.6%	6
Establish a formal teaching credential in California that prepares educators to work with children 0-8 years old		14.6%	6
Expand free and low-cost professional development opportunities		4.9%	2
Improve information systems to support professional development through the California Early Care and Education Workforce Registry		7.3%	3

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PROPOSED PREVENTION WORK GROUP

Introduction

On June 30, 2017, the Office of Child Protection (OCP) published its prevention report, *Paving the Road to Safety for Our Children: A Prevention Plan for Los Angeles County*. The report includes seven strategies including a strategy focused on early childhood education:

4. Improve access to early care and education (ECE) programs.

We will call on stakeholders to enhance partnerships among the County's Office for the Advancement of Early Care and Education, the Los Angeles County Education Coordinating Council, LACOE, school districts, First 5 LA, the Child Care Alliance of Los Angeles, and others to work on improving access to ECE for those families interested in participating. Many ECE programs have complicated enrollment processes with short and narrow enrollment windows that may not align with the child care needs of vulnerable biological families, resource families, or relatives who work or go to school. Immediate goals include mapping ECE resources, providing information on this complex system to County departments and their community partners, helping families served by County departments access and navigate the ECE system, linking entities specializing in ECE to P&A networks and family-serving County departments, and enhancing the ability of the Department of Children and Family Services to make referrals electronically and track whether or not services are received. Over the longer term, we hope to develop strategies for utilizing existing ECE resources more efficiently regardless of funding source, and for seizing opportunities to expand the quality and availability of ECE services in communities with the largest gaps between supply and demand. As with the approach to home visitation described in strategy 3 above, shared planning is needed to align and maximize resources, given varying funding streams and eligibility criteria.

The OCP has turned to the Roundtable to lead this effort. The Prevention Work Group will be convened to frame and discuss issues, develop recommendations for the Board of Supervisors and other stakeholders, and work collaboratively with the OCP to assure alignment with the other six prevention strategies.

Screening questions

1. *Does the issue have a critical impact on access, quality and workforce as it relates to young children and their families?* Yes – as described above.
2. *What is the anticipated time commitment?* Monthly meetings beginning in January 2018, with possible additional meetings as needed to meet with key partners and shape reports.
3. *What is the expected outcome of this work group?* Recommendations for the Board of Supervisors and other stakeholders, with written reports as needed in alignment with overall reporting on development of the County's child maltreatment prevention plan.