

COUNTY OF LOS ANGELES



CHILD CARE
PLANNING
COMMITTEE

POLICY • PLANNING • PRACTICE

MEMBERSHIP MANUAL 2017-18

Prepared by the Office for the Advancement of Early Care and Education
Service Integration Branch/Chief Executive Office
August 2017

MEMBERSHIP MANUAL



BOARD OF SUPERVISORS

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MICHELE P. SARTELL
Child Care Planning Coordinator, Office for the Advancement of Early Care and Education

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Child Care Planning Committee Membership Manual

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Fact Sheet

The mission of the Los Angeles 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 families.

Background

In 1991 the Board of Supervisors authorized the convening of the Los Angeles County Child Care and Development Block Grant Planning Council in response to AB 2141 (Chapter 87; Approved July 31, 1991), which created local child care planning councils in each county. The Council's initial purpose was to establish priorities for the allocation of federal Child Care and Development Block Grant (CCDBG) funds.

AB 2141 also authorized the local councils to determine local child care needs, and to prepare a Countywide plan for child care and development. In July 1992, the Board of Supervisors delegated the responsibility for countywide child care planning to the Council. In response to this broader charge, the Council changed its name to the Child Care Planning Committee (Planning Committee) in January of 1993.

AB 1542 (Chapter 270; Approved: August 11, 1997) heralded the advent of welfare reform in California. While creating and defining California Work Opportunity and Responsibility to Kids (CalWORKS), the legislation also strengthened and broadened the role of the local planning councils.

Mandates of AB 1542

- Establish priorities for State-funded child care and development services.
- Conduct a countywide needs assessment at least every five years.
- Conduct periodic review of child care programs funded by the California Department of Education (CDE) and Department of Social Services related to meeting priorities.
- Collaborate with stakeholder groups to meet local needs.

- Develop a comprehensive countywide plan for child care and development services.
- Coordinate part-day Head Start and State Preschool programs with full-day child care.

The Planning Committee works collaboratively with other County groups:

- Policy Roundtable for Child Care and Development
- First 5 LA
- Child Care Alliance of Los Angeles
- Perinatal and Early Childhood Home Visitation Consortium
- And more

The Office for the Advancement of Early Care and Education, within the Service Integration Branch of the Chief Executive Office, supports the work of the Planning Committee. Within this branch of County government, the Planning Committee is positioned to work with County departments, as well as the above-mentioned groups, to improve the overall well-being of children and families throughout Los Angeles County.

Meeting Schedule

The Planning Committee meets on the first Wednesday of each month from 12:00 – 2:00 p.m. at various sites throughout the County.

The public is welcome to attend all Planning Committee meetings and to participate in its Work Groups. Please contact the Office for the Advancement of Early Care and Education at (213) 974-4103 to verify the location of the meetings, or visit the website at www.childcare.lacounty.gov.



Major Accomplishments – 2000-17

- Assessed county child care supply and demand (2000, 2003, 2006, 2011, 2013 and 2016).
- Launched the 2016 needs assessment at an event on March 20, 2017.
- Developed geographic priorities for allocation of new child care subsidy funds (2000-2017).
- Developed a comprehensive Strategic Plan, identifying goals related to increased capacity, improved quality, enhanced workforce qualifications and compensation, increased accessibility, and improved systems of information and service to families and providers in 2003; updated in 2008 and 2013.
- Developed countywide Centralized Eligibility List (LACEL) for families seeking subsidized child care and development services (2003-2011).
- Developed a Model Compensation Scale for center-based child development staff and for Program Directors (2004-2009).
- Conducted/sponsored countywide surveys on: compensation and education of child care center personnel (2002, 2005-06); family child care (2003, 2006); special needs (2003); vacancy (2004-2005); low-income families waiting for child care (2006); and license exempt school-age child care (2005-06, 2009).
- Reviewed the amount of under-utilized funding and the underlying causes of under-earned child development contracts in Los Angeles County (2007-08).
- Conducted an economic impact study of child care in Los Angeles County (2007-08).
- Distributed approximately \$43.2 million in stipends to qualified early educators through the Investing in Early Educators Stipend Program (AB 212), which promotes higher levels of education (2002-2017).
- Facilitated transfer of \$6 million among CDE-contractors, which allowed the funding to be used in Los Angeles County since 2009.

Planning Committee Membership

There are 50 members of the Planning Committee, 10 from each of the required categories stipulated in AB 1542. Each of the five County Board of Supervisors appoints one member from any one of the categories to represent his/her district. Each member may serve up to two three-year terms. A Chair is elected to serve a two-year term and a Vice Chair is elected to serve a one year term.

The five membership categories are as follows:

Parent Consumers (or guardians) who are using or have used child care and development services for their children within the past three years.

Child Care Providers, both center-based, and family child care.

Community Representatives from organizations or programs that advocate for child care and development services, provide funds for the services, or serve populations who benefit from the services, but do not contract with CDE to provide child care and development services.

Public Agency Representatives from city, County, or local education agencies.

Discretionary Members who may represent any of the above categories, or may represent another type of stakeholder.

Contact Information

The Office for the Advancement of Early Care and Education provides staff support to the Planning Committee.

Address: Office for the Advancement of Early Care and Education
222 South Hill Street, 5th Floor
Los Angeles, CA 90012

Contact: Michele P. Sartell
Child Care Planning Coordinator
Telephone: (213) 974-5187
Fax: (213) 217-5106
E-mail: msartell@ceo.lacounty.gov

Website: www.childcare.lacounty.gov

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 Hoc 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.

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Meeting Schedule – FY 2017-18

Meeting Date	Time	Location
September 6, 2017	New Member Orientation 10:30 – 11:45 a.m. General Meeting 12:00 – 2:00 p.m.	Los Angeles County Office of Education (LACOE) Head Start-State Preschool 10100 Pioneer Boulevard, Conference Room 105 Santa Fe Springs, CA 90670
October 4, 2017	12:00 – 2:00 p.m.	Los Angeles County Office of Education (LACOE) Head Start-State Preschool 10100 Pioneer Boulevard, Conference Room 105 Santa Fe Springs, CA 90670
November 1, 2017	12:00 – 2:00 p.m.	Los Angeles County Office of Education (LACOE) Head Start-State Preschool 10100 Pioneer Boulevard, Conference Room 105 Santa Fe Springs, CA 90670
December 6, 2017	12:00 – 2:00 p.m.	Los Angeles County Office of Education (LACOE) Head Start-State Preschool 10100 Pioneer Boulevard, Conference Room 105 Santa Fe Springs, CA 90670
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
February 7, 2018	General Meeting: 12:00 – 12:45 p.m. Public Hearing – Local Funding Priorities 12:50 – 2:00 p.m.	To be determined
March 7, 2018	12:00 – 2:00 p.m.	To be determined
April 4, 2018	12:00 – 2:00 p.m.	To be determined
May 2, 2018	12:00 – 2:00 p.m.	To be determined
June 6, 2018	12:00 – 2:00 p.m.	To be determined

** The Child Care Planning Committee generally meets the first Wednesday of the month from 12:00 – 2:00 p.m. at various locations throughout the County. The public is welcome to attend the Committee meetings and participate in its work groups. To confirm meeting schedule and verify meeting locations, check the Office for the Advancement of Early Care and Education website at www.childcare.lacounty.gov or call Michele Sartell at (213) 974-5187.

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POLICIES AND PROCEDURES

I. Standard Operating Procedures

Anything not covered by the following policies and procedures will revert to Robert's Rules of Order.

II. Membership

RECRUITMENT OF CHILD CARE PLANNING COMMITTEE MEMBERS

The Governance Work Group of the Child Care Planning Committee (Planning Committee) will conduct recruitment in support of the recommending/appointing bodies, and in compliance with the membership categories defined in the *Education Code Sections 8499 - 8499.7*. To ensure optimal representation and access to this process, recruitment and outreach will be undertaken no less than three (3) months prior to the selection of members. Recruitment and selection will take into consideration geographic and ethnic representation, and will ensure that there will be at least one (1) member from each of the Service Planning Areas:

- Diversity within each category will be a primary consideration in the selection of members. For example, in the "Child Care Providers" category, every effort will be made to include representatives of programs operated under a variety of auspices (public, non-profit, for-profit, church-related, cooperatives, family child care, resource and referral/alternative payment programs, etc.).
- Appropriate nominating groups will be designated for each of the membership slots. Each of the five Board of Supervisors will name one member. The Superintendent of the County Office of Education will recruit members through local School District Superintendents.
- Prospective members will be asked to identify any family members serving on the Planning Committee. In the event that multiple family members are seeking to serve on the Planning Committee, the Governance Work Group will consider the Planning Committee's commitment to diversity, the skills of each member, and ability of each individual to contribute to the mission of the Planning Committee.
- The Governance Work Group will review the membership applications in consultation with the Child Care Planning Coordinator and recommend a membership slate to the Planning Committee for action. Any participant of the Governance Work Group who is being considered for membership cannot participate in the discussion of a membership roster or the final recommendations for membership that will be forwarded to the full Planning Committee. This includes alternates who have applied to become members and members whose first three year term is expiring and wish to extend their membership for another three year term.
- Nominees will be presented for appointment before September of each year.

ALTERNATES

Each member will name an alternate to serve in his/her absence, and will give Planning Committee staff the alternate's name and contact information (address, telephone number, e-mail address, etc.). The member is responsible for maintaining communication with the alternate regarding the business of the Planning Committee and for ensuring that the alternate is available to attend meetings. Alternates are encouraged to attend and participate in discussions at all Planning Committee and Work Group meetings. In the absence of the member, the alternate will be entitled to vote.

If a member chooses to identify different persons to serve as his/her alternate for the Planning Committee and for a Work Group, it is the member's responsibility to provide Planning Committee staff the appropriate information on both alternates.

TERMS OF OFFICE

Members will serve three-year terms, and may serve for up to two (2) consecutive three-year terms without a break. Former members will be eligible for re-nomination after a one (1) year hiatus.

An individual's term of membership may be terminated prior to the end of three (3) years due to: changes in employment or residence; conflict of interest issues; excessive absence (see II. Attendance and Participation); or other changes in status that affect the member's representation on the Planning Committee. When this occurs, the individual designated as the member's alternate will no longer serve in this capacity.

Members designated by a Board Office serve at the discretion of the Board members who designated them and may do so beyond the six year limit. A member designated by a Board office may be replaced under the following conditions: 1) the choice of the Supervisor; 2) the resignation or retirement of the Supervisor from the Board; or 3) the unsatisfactory participation of the designated member in which case the procedure described in Section III is implemented.

OFFICERS

There are two (2) Officers of the Planning Committee: Chair and Vice Chair.

The term of the Chair will be two (2) years. If the Chair's membership term expires during his or her term as Chair, the membership term will be extended through the completion of term of office.

The Chair of the Planning Committee shall: 1) Chair the Planning Committee meetings; 2) help develop the agenda for each meeting; 3) sign all documents related to contracts with the California Department of Education, Board letters related to Planning Committee business, and other correspondence deemed appropriate; 4) serve as the Committee's representative to the Chief Executive Office on matters related to staff selection; and 5) represent the Planning Committee on the Policy Roundtable for Child Care and Development.

Election of Chair

Every two years, or in any year in which the Chair position is vacant, at the time of new member recruitment, the nominating process will begin. Members will be given nomination forms describing the role, responsibilities, and qualifications for Chair. To qualify to be nominated for

Chair, a member must have served on the Planning Committee for at least one year within the last five (5) years and have been actively participating through attendance at both Planning Committee and Work Group meetings. Members may nominate themselves or other Planning Committee members.

Nominations will be open throughout the period of membership recruitment. All nominees will be contacted to ascertain their interest in serving as Chair. The names of all nominees who agree to have their names brought forward will be presented to the full membership prior to the meeting at which the membership slate is approved. The election of the Chair from among those nominated will take place at the same meeting as the approval of the membership slate.

Election of Vice Chair

The term of office for the Vice Chair will be one (1) year with a one year renewable term upon election.

The Vice Chair shall chair the meetings in the absence of the Chair. In the event that the Chair cannot fulfill his/her term, the Vice Chair will step in to fulfill the role of Chair for the remainder of the Vice Chair's term. In his/her capacity as acting Chair, the Vice Chair may appoint, from among actively participating members, an interim Vice Chair for the remainder of the Vice Chair's term.

Every year, at the time of new member recruitment, members will be given nomination forms for the position of Vice Chair. To qualify to be nominated for Vice Chair, a member must have served on the Planning Committee for at least one year within the last five years and have been actively participating through attendance at both Planning Committee and Work Group meetings. Members may nominate themselves or other Planning Committee members.

Nominations will be open throughout the period of membership recruitment. All nominees will be contacted to ascertain their interest in serving as Vice Chair. The names of all nominees who agree to have their names brought forward will be presented to the full membership prior to the meeting at which the membership slate is approved. The election of the Vice Chair from among those nominated will take place at the same meeting as the approval of the membership slate.

III. Attendance and Participation

Although a quorum is constituted by 50 percent of the current membership, members are expected to attend all Planning Committee meetings, or arrange for an alternate to attend. All member(s) and their alternate(s) must sign the attendance roster provided for each Planning Committee meeting and each Work Group meeting.

ABSENCES

Members may be absent from no more than three (3) consecutive Planning Committee meetings or three (3) consecutive Work Group meetings. To be considered absent from a meeting, neither the member nor his/her alternate would be present. After the second consecutive absence, the Planning Committee staff may contact the absent member. After the third consecutive absence, a letter will be sent from staff to the appointee notifying him/her of his/her termination from the Planning Committee. Termination from the Planning Committee does not prohibit participation as a guest.

Exceptions to this termination process are members who have been specifically appointed by the Board of Supervisors or by the Los Angeles County Superintendent of Schools. In these cases, Planning Committee staff will contact staff of the Board Office or the Los Angeles County Superintendent of Schools to recommend termination and to consult with them.

WORK GROUP PARTICIPATION

Participation in at least one (1) Work Group is required of all members. All members must choose their Work Group by the second Planning Committee meeting following the orientation of new members. Failure to attend any Work Group by the third Planning Committee meeting following the orientation meeting will be recorded as an absence. A member may change his/her Work Group by notifying the staff of the Planning Committee and the Chair(s) of the Work Group, which he/she is leaving.

In order to remain on the Planning Committee, a member or his/her alternate can miss no more than three (3) consecutive meetings of the Work Group. (Please see Absence provision.)

Work Group participation is open to any interested individuals regardless of membership status. However, the Governance Work Group is limited to only members and alternates.

IV. Voting

QUORUM

For the purposes of voting, a quorum will be deemed to be 50 percent of the current membership.

ACTION ITEMS

Action Items are routine or extraordinary actions or decisions related to the functions and purposes of the Planning Committee that require a vote of approval from the Planning Committee. Approval of Planning Committee minutes are action items at each meeting. Changes to Planning Committee structure or to the Policies and Procedures are action items.

A vote must be taken by the Planning Committee on items that are child care policy positions, or are related to the mandated functions of the Planning Committee. The Planning Committee will take action on the following mandated functions: 1) service priorities for State-funded child development services; 2) Countywide Needs Assessment; 3) Centralized Eligibility List;¹ and 4) a comprehensive countywide plan for child care and development services.

All action items must be listed on the publicly posted agenda at least three (3) days prior to the scheduled meeting date (see Brown Act Provision). Action items initiated by Work Groups must be forwarded to staff at least two (2) weeks before the date of the meeting on which agenda the action item should appear.

¹ Funding for countywide centralized waiting lists (CEL) was eliminated from the 2011-12 State budget. Nevertheless, references to the CEL remain in statute.

ROLE OF WORK GROUPS

Work Groups are formed to conduct the business of the Planning Committee, implement the Strategic Plan for Child Care and Development, and fulfill other mandates for Local Planning Councils as stated in the Education Code. In the course of its efforts, a Work Group of the Planning Committee may develop a policy, make a recommendation, plan an event requiring Planning Committee resources, or seek to ensure Planning Committee representation in other groups. The full Planning Committee must be informed of the decisions and recommendations of each Work Group. The full Planning Committee may request that a particular policy statement or activity be presented to the Planning Committee for approval. The following types of action, including but not limited to recommendations for positions on legislation, for changes in the Policies and Procedures, and for activities requiring substantial expenditure of Planning Committee funds, will be brought before the full Planning Committee for a vote. This applies to both standing and ad hoc Work Groups.

CONFLICT OF INTEREST

No member of the Planning Committee will participate in a vote if he/she has a proprietary interest in the outcome. For the purpose of this provision, a person with a proprietary interest is defined as one who may benefit financially from a decision of the Planning Committee; or who is employed by, acts as a paid consultant to, or functions in a decision-making capacity with any agency, which stands to gain directly and financially from an action of the Planning Committee. In case of a potential conflict, the member (or alternate) must refrain from participating in the discussion of the issue after they publicly identify their interest and must recuse themselves from any vote taken on the issue.

Before discussion and voting, members will be reminded of their responsibility to assess the potential for conflict of interest. Members are required to declare their affiliations on the membership application. In case of challenge, the membership applications will be reviewed.

VOTING ON MOTIONS

Each member of the Planning Committee shall be entitled to one vote on each action item before the Planning Committee. If the member is absent, the alternate to the Planning Committee may vote in the place of the member. There will be no secret ballots or absentee voting on any Planning Committee action items, including election of officers. The Chair, or any other member, may request a roll call vote on specific motions. A record of roll call votes shall be kept by Planning Committee staff and be included in the minutes.

A motion will be considered as “passed” when a simple majority of the members present vote in the affirmative. Abstentions are not considered votes and are therefore not counted as support for the motion. A motion which results in a tie vote does not pass.

V. Staff Selection

At the time that a new staff position opens or a current position becomes available in the Office of Child Care, and these positions work directly with the Planning Committee, a representative of the Planning Committee will be part of the interview panel for each position. Members of the Governance Work Group will serve as the pool from which members will be called upon to serve on interview panels. The Chair of the Planning Committee has the discretion to serve on

interview panels or can call for additional or alternate representation as needed from among active Planning Committee members.

VI. Complaint Procedure

Any complaint by a member of the Planning Committee or any other person regarding any action, policy, or procedure of the Planning Committee may be addressed through the following steps:

- 1) The complaint/concern should be brought to the attention of the Planning Committee staff in writing. The staff will respond to the complaint and/or provide a response to the complaining party within 14 working days.
- 2) If the staff is unable to resolve the complaint, the written complaint will be forwarded to the Governance Work Group for review. The Work Group will review the complaint and may or may not, at the Work Group's discretion, meet with the complaining party. The Work Group will respond to the complaint within 30 calendar days from receipt of the written complaint.
- 3) If the Work Group's response is not satisfactory to the complaining party, he/she may submit the complaint to the Board of Supervisors and County Superintendent of Schools for a response.

VII. Amendments to the Policies and Procedures

Amendments to this document can be considered at any time by members of the Planning Committee or as the result of periodic review by the Governance Work Group. Members of the Planning Committee may submit a written inquiry regarding the Policies and Procedures to the Co-chairs of the Governance Work Group at any time. The Work Group will review each written inquiry and issue a written response within thirty (30) days of receipt of the inquiry. All written inquiries and their disposition will be recorded in the Governance Work Group's report to the full Planning Committee.

The Governance Work Group will review the Policy and Procedures every two years to determine if clarification or changes are required. The Governance Work Group may develop an amendment or new policy language and bring it forward to the full Planning Committee as an action item at any time.

VIII. Compliance With Brown Act

The Planning Committee will comply with the Brown Act. All Planning Committee meetings are open to the general public. Agendas for Planning Committee meetings will be posted publicly three (3) days prior to the meeting. No action item will be undertaken at any Planning Committee meeting unless it has been listed on the publicly posted agenda.

Adopted by the Committee:	July 1, 1998
Updated:	December 4, 2002
Updated:	April 4, 2003
Updated:	March 6, 2004
Updated:	March 11, 2005
Updated:	June 1, 2005
Updated:	May 3, 2006
Updated:	December 3, 2008
Updated:	December 1, 2010
Updated:	May 2, 2012
Updated:	November 5, 2014
Reviewed without changes:	September 20, 2016

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Strategic Plan for Child Care and Development in Los Angeles County 2013-18

*Prepared by the Los Angeles County Child Care Planning Committee – April 5, 2013
Adopted by the Board of Supervisors – July 30, 2013*

COUNTY OF LOS ANGELES



CHILD CARE
PLANNING
COMMITTEE

POLICY • PLANNING • PRACTICE

STRATEGIC PLAN FOR CHILD CARE AND DEVELOPMENT



BOARD OF SUPERVISORS

GLORIA MOLINA
First District

MARK RIDLEY-THOMAS
Second District

ZEV YAROSLAVSKY
Third District

DON KNABE
Fourth District

MICHAEL D. ANTONOVICH
Fifth District

WILLIAM T FUJIOKA
Chief Executive Officer

KARLA PLEITEZ HOWELL
Chair, Child Care Planning Committee

KATHLEEN MALASKE-SAMU
Director, Office of Child Care

LAURA ESCOBEDO
Child Care Planning Coordinator, Office of Child Care

Office of Child Care
Within the Service Integration Branch of the Chief Executive Office
222 South Hill Street, 5th Floor
Los Angeles, California 90012
Office: (213) 947-4103
Fax: (213) 687-1152
www.childcare.lacounty.gov

INTRODUCTION

The Strategic Plan for Child Care and Development in Los Angeles County (2013-18) was developed over an 18 month period and involved the entire Child Care Planning Committee (Planning Committee) and other stakeholders. The following provided the context for planning:

- The lingering economic recession, which reduced public revenues that could be invested in child care and development;
- The tremendous cuts to the funded system of subsidized child care and development;
- The expanding implementation of Quality Rating and Improvement Systems (QRIS) in Los Angeles County;
- The increasing expectations for the competencies of the early childhood workforce;
- The recognition of the many vulnerable children in County client families who would benefit from good quality child care and development services, and the successful attempt at more effective connections between such services and the children in families served by the Department of Children and Family Services;
- The need to keep a focus on the inclusion of children with special needs during times of reduced resources; and
- The growing importance of a more unified message about investments in and improvements to the child care and development infrastructure.

Planning resulted in four overarching goals in these areas: Quality, Access, Planning Council Role, and Workforce. Each goal and the allied strategies reflect these contextual realities and relate to the larger vision articulated by the Desired Impact and Outcome statements.

This Plan emphasizes strategy over fixed objectives in order to provide a fluid approach in an ever-changing policy and fiscal environment. The strategies recognize the limitations of the Planning Committee, and at the same time have the potential to create incremental change and synergies that move the infrastructure of child care and development in a positive direction.

Implementation of the Strategic Plan will involve the efforts of the Planning Committee along with the actions, support, and initiatives of other local and statewide stakeholders. The strategies presented in this plan assume effective coordination between the Planning Committee, the Policy Roundtable for Child Care and specific programs, such as the Steps to Excellence Program (STEP), Los Angeles Universal Preschool (LAUP), and more. The actions taken by the Planning Committee in carrying out the stated strategies will be developed by work groups formed around each of the four major goal areas. Examples of ideas for implementation are referenced in the implementation section associated with each component of the Strategic Plan. The work groups include Planning Committee members and their alternates and other interested stakeholders. Participation in the work groups is open to the public. Quarterly, the work groups will report on the progress of their efforts to the full Planning Committee.

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QUALITY

DESIRED IMPACT: HIGH QUALITY EARLY CARE AND EDUCATION IS AVAILABLE THROUGHOUT LOS ANGELES COUNTY.

OUTCOME OF PLAN: There is a common definition of "quality" as articulated by an agreed upon Quality Rating and Improvement System (QRIS) for both centers and family child care homes that addresses the comprehensive needs of children.

GOAL: QRIS implemented in Los Angeles County is accessible and understandable to parents, providers, and the public.

Strategy 1: Promote alignment of standards for QRIS.

Strategy 2: Support development of a QRIS operational structure that is effective, efficient, and informative.

Strategy 3: Support development of educational/informational materials for providers and parents that explain the QRIS and the ratings.

Strategy 4: Facilitate support for, and information to, programs and providers in order to assist with incorporating health, mental health, family support and other relevant community services.

QUALITY

Background

- Research documents the relationship between high quality in child development services and positive outcomes for children. While the optimal level of quality has yet to be determined, it appears that even modest improvements, particularly in teacher/child interactions and early learning environments, translates into markedly better developmental results. Many states and regions have developed and are implementing QRIS, which are proving to boost provider and program quality as well as raise parent and public consciousness about the impact quality has on children's overall well-being.
- The 2003-13 Strategic Plan included an objective to develop quality standards against which licensed child care and development programs – centers and family child care homes – could be evaluated. The Policy Roundtable for Child Care (Roundtable) adopted the objective and created the Steps to Excellence Project (STEP) in 2005 as Los Angeles County's QRIS. Since the pilot phase of STEP, the rating matrices defining quality criteria in six areas of program operation – regulatory compliance; teacher/child relationships; learning environment; identification and inclusion of children with special needs; teacher qualifications and working conditions; and family and community connections – have been modified based on lessons learned. New supports designed to improve quality have been added to make STEP more effective in addressing the issues of quality child care and development in Los Angeles County.
- STEP and LAUP's rating system were each selected to participate in the Race to the Top-Early Learning Challenge (RTT-ELC). A new quality rating standard and process has been developed by representatives of 17 consortia statewide and will target licensed child care and development programs serving high need children and their families. The new RTT-ELC QRIS pilot will be tested for two years to validate its measures. At the end of that period, Los Angeles County Office of Child Care and LAUP will be implementing a common, validated QRIS.
- Both RTT pilots have agreed to utilize the Los Angeles Child Care Planning Committee as an advisory group to RTT in Los Angeles County.

Implementation Issues and Options

- The Planning Committee will craft an action plan to support Strategy 1 (page 6) that is aligned with the goal of the RTT-ELC to launch a single QRIS.
- Action plans to carry out all strategies under this goal will be shaped by work groups of the Planning Committee. For example, for Strategy 3 the work group may develop a collateral piece on "continual quality improvement" within the context of Early Childhood Education (ECE). An activity that connects ECE providers with enrollment in health care through the Affordable Care Act (ACA) may also be part of this goal as relates to Strategy 4 and in meeting staff support standards in STEP.
- Materials will be developed collaboratively with STEP/RTT-ELC staff and will include input from various stakeholders. In addition, the Planning Committee and Quality Work Group will: serve as a sounding board on QRIS; support a feedback loop on the appropriateness of the tools used in QRIS; and assist in other appropriate ways with the evaluation of RTT-ELC.
- The Planning Committee will monitor the allocation and use of California Department of Education (CDE) quality funds related to ongoing financial support of QRIS in Los Angeles.

- The Planning Committee may facilitate connections between ECE providers and community-based organizations and non-profits that offer programming, support and resources focused on improving quality.

Alignment with Child Care Policy Framework

- The Child Care Policy Framework's first goal is: "The quality of child development services in Los Angeles County will be improved as the Steps to Excellence Program (STEP) is expanded and support services to STEP are intensified". The impact and goal, as well as the selected strategies of the Strategic Plan support this statement and are related to ensuring the efficacy of STEP and QRIS in general in Los Angeles County.

Alignment with California Comprehensive Early Learning Plan (CCELP)

The CCELP is being developed by the California Department of Education in response to the a federal requirement. The final CCELP will be approved by the state appointed Early Learning Advisory Committee.

There are several potential recommendations in the draft CCELP that are aligned with the 2013-2018 Strategic Plan. Among the recommendations are:

- Create more rigorous program standards accompanied by supplemental resources to upgrade quality.
- Ensure parents have good information about their choices and that good choices are available.
- Focus ECE funding on a system that supports a child's development and early learning.
- Develop a systemwide emphasis on quality to improve child outcomes with increased per child funding to pay for the actual cost of quality.

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ACCESS

DESIRED IMPACT: THERE IS SUFFICIENT DISTRIBUTION AND EFFECTIVE USE OF RESOURCES TO MEET THE EARLY CARE AND EDUCATION NEEDS OF CHILDREN, FAMILIES, AND COMMUNITIES.

OUTCOME OF PLAN: Access to quality ECE is increased through effective use of all public and private investments from federal, state, and local entities.

GOAL: Increase the supply of and access to appropriate ECE options by maximizing use of existing state and federal funds and ensuring connections between ECE providers and other support services to address all children's needs and abilities.

Strategy 1: Facilitate intentional connections between County departments serving children and families and ECE services.

Strategy 2: Enhance the capacity of ECE providers to utilize other services and supports and to make appropriate referrals to meet children's needs.

Strategy 3: Engage with community partners to facilitate technical assistance in fiscal and program management for ECE programs and providers.

Strategy 4: Share broadly the results of an annual needs assessment and priorities for future funding with community partners and policy makers.

ACCESS

Background

- Since 2009-10, child development services for low income families in Los Angeles County have been reduced by 25 percent or more. State budget cuts have affected half-day preschool, voucher payment programs, full-day child development centers and, most particularly, infant/toddler care options. It is clear that the State needs to re-invest in ECE. Given the limitations of current revenues, the Planning Committee chose to focus efforts on conserving and maximizing the funding that is available. This does not preclude supporting advocacy for greater public investment as the State and federal economies improve.
- In 2011, state funding was eliminated for the Centralized Eligibility List (CEL), thus putting an end to a single point of registration for subsidized child care for low-income families. Some CDE-funded contractors have managed to achieve maximum enrollment without the CEL; but for many others, it has been difficult to recruit eligible families and thus earn their full contracts. Consequently, strategically connecting families whose children would benefit from high quality ECE services is more important than ever.
- Many children and their families served by Los Angeles County departments, such as Children and Family Services, would benefit from ECE services, including Early Head Start and Head Start and subsidized child care and development centers that hold contracts with the CDE. A pilot project in the Long Beach area involving Department of Children and Families Services (DCFS) and local child development providers has proved the value of expanding such efforts.

Implementation Issues and Options

- Implicit in this strategy is monitoring fluctuations in ECE availability dependent on approved State budgets and keeping local stakeholders informed and ready to act to preserve current capacity and build a case for increasing investments in the ECE system. In addition, it will be important to monitor the availability of facilities which could be licensed. This is critical for expansion, given that suitable real estate is difficult to identify in Los Angeles County.
- This plan draws attention to supporting connections between County department client families, such as those served through DCFS, and ECE services that benefit vulnerable children and their families.
- The plan speaks to engaging partners in helping to connect ECE providers with other health, mental health, and social services. Examples of potential partners include 211 LA County and Healthy City.
- Another priority is building the capacity of ECE contractors to effectively administer their programs so as to serve the maximum number of children and fully earn their contracts. The Planning Committee will seek partners positioned to provide key technical assistance to contractors. One example is the new repayable LA ECE Bridge Fund initiated by the California Community Foundation to assist CDE-funded centers to weather low cash flow periods and remain fiscally sound. Additional organizations, such as the California Child Development Administrators Association (CCDAA), may have valuable resources to offer in this regard.
- The Planning Committee will make use of coordinated, informational e-mails to broad audiences as well as post information on the Office of Child Care website.

Alignment with Child Care Policy Framework

- Goal 2 of the Child Care Policy Framework speaks to strengthening the child development infrastructure to integrate family support, health, mental health and other relevant services. The Strategic Plan 2013-18 specifically references this idea in its Access goal and strategies. In addition, the Policy Framework has a goal related to connecting vulnerable families to appropriate ECE options which is mirrored in the strategies of the Strategic Plan 2013-18.

Alignment with California Comprehensive Early Learning Plan (CCELP)

There are several potential recommendations included in the draft CCELP that are aligned with the 2013-2018 Strategic Plan. Among the recommendations are:

- Create greater systemwide quality and consistency among its early learning programs.
- Create a coherent system that links services to various family needs.
- Pursue quality and access in tandem rather than as competing goals.
- Ensure that parents have information about the available choices.

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PLANNING COUNCIL ROLE

DESIRED IMPACT: THERE IS A MORE UNIFIED VOICE ON EARLY CARE AND EDUCATION FOR LOS ANGELES COUNTY.

OUTCOME OF PLAN: The Los Angeles County Child Care Planning Committee is a forum where ECE issues and ideas are presented and discussed to build consensus that supports the efforts of many groups to improve the ECE infrastructure in the County.

GOAL: Participation in the the Planning Committee is expanded to include more stakeholders.

Strategy 1: Outreach to other groups with ECE policy agendas.

Strategy 2: Use the Joint Committee on Legislation to engage stakeholders.

Strategy 3: Plan for facilitated discussion sessions at Planning Committee meetings.

Strategy 4: Develop a tiered process that incorporates big issues, local policies, and administrative issues in discussions and in making policy recommendations.

Strategy 5: Explore the use of social media for Planning Committee purposes and to act on the policy recommendations.

LOCAL PLANNING COUNCIL ROLE

Background

- In the past decade there have been many groups with policy agendas related to ECE, but the messages and goals of these groups were not well coordinated or aligned. It is a common belief that having a unified message about what is needed and should be supported legislatively is critical to future success in State budget development and in the enactment of legislation. Ultimately the Planning Committee could, with other stakeholders, work toward agreement on the top priorities for action to improve ECE in Los Angeles County.

Implementation Issues and Options

- The goal is to extend the role of the Planning Committee into a forum for open discussion and building consensus around issues, with the possibility of developing uniform messages. To this end, the Planning Committee will develop a mechanism to ensure increased member input into agenda setting and will integrate regular reports from the Joint Committee on Legislation into the monthly meetings.
- Planning Committee meetings could be used effectively to introduce and review current issues, important topics, and new ideas raised by members and other stakeholders and to ensure room for diverse opinions. While taking on issues that have broad impact as well as county specific items, the Planning Committee will move to adopt a process in which public discussions build on one another and lead to consensus or majority approved recommendations for action.
- Interactions and activities of the Planning Committee will provide opportunities to create stronger connections among its members and other participants, and between the Planning Committee, the Roundtable, and other groups focused on child and family well-being. Toward this end, meetings may include more time for members and guests to share about program goals, missions, current initiatives, and public policy agendas.

Alignment with Child Care Policy Framework

The Planning Committee will consider alignment with the Child Care Policy Framework in issue discussions and consensus building leading to recommendations. Many of the activities listed under implementation are intended to help the Planning Committee become more strategic about making and forwarding recommendations for action to the Roundtable and ultimately to the Board of Supervisors.

Alignment with California Comprehensive Early Learning Plan (CCELP)

The strategies of this goal are focused on local action relating to statewide or national issues. A few of the potential recommendations in the draft CCELP describe issues of global concern that may well become the focus for Planning Committee discussions and work. An example would be the recommendation that all ECE programs within the state funded system are contributing to the goals of the system and if not, then replaced or redesigned.

WORKFORCE

DESIRED IMPACT: LOS ANGELES COUNTY CHILDREN HAVE HIGH QUALITY EARLY CARE AND EDUCATION EXPERIENCES THAT PREPARE THEM AS LIFE-LONG LEARNERS AND PRODUCTIVE CITIZENS OF THE WORLD.

OUTCOME OF PLAN: ECE Educators have the competencies necessary to provide a high quality early care and education experience for children inclusive of all abilities.

GOAL: ECE educators implement best practices effectively in serving children and families of diverse backgrounds and abilities.

Strategy 1: Support/advocate for enhanced licensing standards regarding teacher preparation and education.

Strategy 2: Promote and support ECE professional development efforts and opportunities across the county.

Strategy 3: Establish new, continuing partnerships with other organizations to disseminate information on best practices, using various distribution methods including social media.

Strategy 4: Promote and support the development of leadership in the field of ECE.

WORKFORCE

Background

- Current licensing standards for the training and education of ECE workers are minimal for both center-based personnel and family child care providers. Title V standards used in CDE-funded programs are higher, yet do not require any type of degree for lead teachers. The complexity of understanding children's development and responding appropriately to the various levels of development in groups of children ages 0-5 calls for greater competence than can be guaranteed with current standards. While a greater portion of the ECE workforce is working to earn degrees, it has become clear that both pre-service and in-service training and professional development is needed to ensure that all educators/providers have the necessary competencies to be successful. Without greater attention to how we prepare and support our ECE workforce, we will not realize the higher levels of quality necessary to achieve desired child outcomes.
- The introduction of the QRIS has focused a spotlight on the issue of teacher competencies and how they are demonstrated based on validated measures.
- CDE has developed and is promulgating competencies that can serve as the foundation along with the CDE-developed Infant/Toddler and Preschool Learning and Development Foundations, Curriculum Frameworks, and Development Program Guidelines.
- Compensation remains a significant issue; however, it cannot be addressed adequately without looking at the investment in the entire ECE system.
- A gap in leadership is developing as older, more seasoned professionals retire and many younger workers lack the training and competencies to move into supervisory or management positions.

Implementation Issues and Options

- Professional development includes training, workshops, and formal college coursework; and, whenever possible, should be aligned with QRIS standards.
- The following subject areas are critical to a competent workforce in Los Angeles County: dual language learners; early developmental screenings and inclusive practices; diversity; parent engagement; and early mental health.
- Promoting and supporting professional development efforts involves identifying entities and opportunities, and assisting in the dissemination of information about the opportunities. There is a need for a comprehensive web-based source of all professional development opportunities that should be considered as a collaborative endeavor.
- It will be important to work with other groups interested in improving the ECE workforce such as the Los Angeles Area Chamber of Commerce, LAUP, the California Association for the Education of Young Children, and JumpStart as well as the entities most involved in training such as the Child Care Resource and Referral (R&R) Agencies, the California Preschool Instructional Network (CPIN), and local colleges.
- It will be important to monitor and review the Office of Child Care's Investing in Early Educators-Stipend Program and LAUP's ASPIRE (A Stipend Program in Support of ECE Excellence) to ensure access for the ECE workforce and that these programs support improved qualifications and the acquisition of desired competencies.

Alignment with Child Care Policy Framework

The Child Care Policy Framework goal to expand STEP and launch RTT-ELC is supported in the Strategic Plan for 2013-18 in that several QRIS standards relate to the education and training of ECE providers and teachers and the promulgation of best practices among the ECE workforce. The promotion of Strengthening Families and the Protective Factors framework with County departments and

community-based agencies can be mirrored in the use of this Plan's framework for addressing QRIS standards related to family engagement.

Alignment with California Comprehensive Early Learning Plan (CCELP)

One of the key systems drivers identified in the draft CCELP is a “great early childhood workforce”. Potential recommendations under this rubric include:

- ECE personnel are to be strong partners with families, which may require training and support.
- The California teacher competencies should be used to define a clear career pathway with aligned credentials and staff qualifications.
- Adequate resources should be provided to allow programs/providers to retain their best teachers and caregivers.
- Teachers are trained to use best practices in working with dual language learners and programs are supported to implement these best practices.
- Family engagement is considered a key workforce competency and the workforce is specifically trained in it.

CONCLUSION

This Plan emphasizes strategy over fixed objectives in order to provide a fluid approach in an ever-changing policy and fiscal environment. The strategies recognize the the limitations of the Planning Committee, and at the same time have the potential to create incremental change and synergies that move the infrastructure of child care and development in a positive direction. Implementation of the Strategic Plan will involve the efforts of the Planning Committee along with the actions, support, and initiatives of other local and statewide stakeholders.

The State of Early Care and Education in Los Angeles County

Executive Summary

Los Angeles County Child Care Planning Committee 2017 Needs Assessment



OVERVIEW

The early years of a child's development lays the foundation for success in school. According to Harvard's Center on the Developing Child, 700 to 1,000 new neural connections form every second in the first few years of a child's life. To support this critical time in a child's early learning and development, it is essential for families to have access to high-quality early care and education programs. *The State of Early Care and Education in Los Angeles County: Los Angeles County Child Care Planning Committee 2017 Needs Assessment* explores the resources and gaps in the early care and education system that serves young children and their families in L.A. County. This report focuses on three essential components of the early care and education system: **Access** to early care and education; **Quality** in early care and education; and the early care and education **Workforce**.

The report was produced as a partnership between the Los Angeles County Child Care Planning Committee, the Los Angeles County Office for the Advancement of Early Care and Education (formerly known as the Los Angeles County Office of Child Care) and First 5 LA.

NEEDS ASSESSMENT PARTNERS

Los Angeles County Child Care Planning Committee:

To guide the early care and education field throughout California, every county has a local child care and planning development council. The Los Angeles County Child Care Planning Committee (Planning Committee) serves as the local child care and development planning council for Los Angeles County as mandated by state legislation (AB 2141; Chapter 1187, Statutes of 1991). One of the responsibilities of each Local Child Care and Development Planning Council is to conduct an assessment of child care needs in the county no less than once every five years. The mission of the 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 the County of Los Angeles, including the quality and continuity, affordability, and accessibility of child care and development services for all families.

Los Angeles County Office for the Advancement of Early Care and Education:

The Los Angeles County Office for the Advancement of Early Care and Education (the Office) envisions a high quality early care and education system accessible to all families that nurtures children's healthy growth and early learning, fosters protective factors in families, and strengthens communities. It shapes policy recommendations, facilitates planning, and provides a range of services aimed at improving the availability, quality and access to early care and education programs. As a part of its work, the Office staffs the Los Angeles County Child Care Planning Committee, as well as the Los Angeles County Policy Roundtable for Child Care and Development.

First 5 LA: First 5 LA is a leading early childhood advocate working collaboratively across L.A. County and was created in 1998 to invest L.A. County's allocation of funds from California's Proposition 10 tobacco tax. Since then, First 5 LA has invested more than \$1.2 billion in efforts aimed at providing the best start for children from prenatal to age five and their families. First 5 LA, in partnership with others, strengthens families, communities, and systems of services and supports so all children in L.A. County enter kindergarten ready to succeed in school and life.



FINDINGS AND RECOMMENDATIONS

Access to Early Care and Education

A child's early years are a critical period in a young person's development. The foundation that is built through a child's participation in quality early childhood education sets them on a path to positive economic and social impacts lasting well into adulthood, from higher educational attainment and less chance of involvement in criminal activity, to higher status employment and higher earnings (Schweinhart 2007; Sparling, Ramey & Ramey 2007). Early care and education benefits the children and families who participate and yields long lasting benefits for society as a whole. Nobel laureate in economics, James Heckman, found that the long-term, economic return on investment in high-quality early care and education programs can yield up to a 13% return (Heckman 2016).

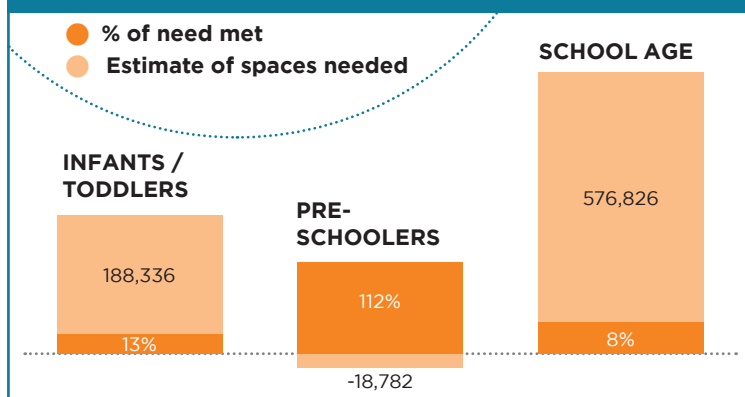
The 2017 Needs Assessment findings regarding early care and education access draw attention to the shortage of infant and toddler care, the decline in family child care homes, the increased participation in transitional kindergarten, and the high cost of child care.

1) There are not enough early care and education services for families with infants and toddlers.

There are approximately 650,000 children under the age of 5 in Los Angeles County, yet licensed centers and family child care homes only have the capacity to serve 13 percent of working parents with infants and toddlers. In stark contrast, there are 12 percent more licensed preschool spaces than there are preschool age children of working parents.

In addition to the overall lack of licensed spaces for infants and toddlers, subsidies to help low-income working parents cover the cost of infant and toddler care fall woefully short of the need. Subsidized early care and education programs help low-income working parents become financially stable, yet only 15 percent of eligible infants and toddlers are served, compared to 41 percent of eligible preschoolers and 53 percent of eligible school age children. A lack of care for our youngest children impacts not only working families but also affects our economy as a whole. With the extreme gap between the number of working families with infants and toddlers and the capacity of licensed early care and education providers to care for infants and toddlers, Los Angeles County faces a significant challenge.

The Need for Early Care and Education in Los Angeles County



- **Recommendation - Conduct a deeper analysis of the barriers to increasing the supply of infant/toddler care:**

Conduct in-depth analysis of the challenges and barriers for providers to serve infants and toddlers and identify potential solutions to those barriers. Key issues to be explored may include the financial burden of providing care to infants and toddlers; the challenge of providing the appropriate physical environment for infants and toddlers (e.g., city zoning, education code and licensing regulations, such as square footage and the requirement for napping area); the cost and need for staff professional development to appropriately care for infants and toddlers; and the low compensation of the workforce.

- **Recommendation - Increase investments to expand access for infant and toddler care:**

Increase State and federal investments in child care subsidy programs, especially for infants and



toddlers. Advocate for additional funding for subsidized infant/toddler care through increases in State programs like California Center Based Programs (CCTR) for Infants and Toddlers and Alternative Payment, as well as federal initiatives like Early Head Start.

2) The County continues to lose licensed family child care spaces for all age groups while licensed center capacity has grown.

Licensed family child care facilities, which are located in a provider’s home, offer parents an early care and education option that often has more flexible hours of operation and smaller provider-child ratios. In Los Angeles County, as of March 2016, there were 6,052 family child care providers compared to 7,623 in 2011. Over the past five years, family child care programs have experienced a decrease in their licensed capacity by 17 percent. In 2011, Los Angeles family child care providers had the capacity to serve 79,620 children, but that number dropped to 65,820 children by 2016. While it is likely that the economic recession had a major impact on this phenomenon, it is also possible that other factors such as changes in parent choice and the advent of transitional kindergarten may have had an impact.

• Recommendation - Conduct a study of family child care providers who have left the system:

Conduct a study with family child care providers who have decided not to renew their licenses to better understand the challenges they faced, the reasons behind their choices, the role that the economic downturn played, and other factors impacting their choice to leave the system. Family child care seems to be on the decline nationally due to low wages in the field and more career options for working women who make up the vast majority of the family child care workforce. This study would explore geographic differences in the density of family child care and factors that have led to successful family child care homes. Finally, the study would look at the dynamics between center-based care and family child care to better understand issues of access and parent choice.

3) Preschool age children are participating more and more in transitional kindergarten.

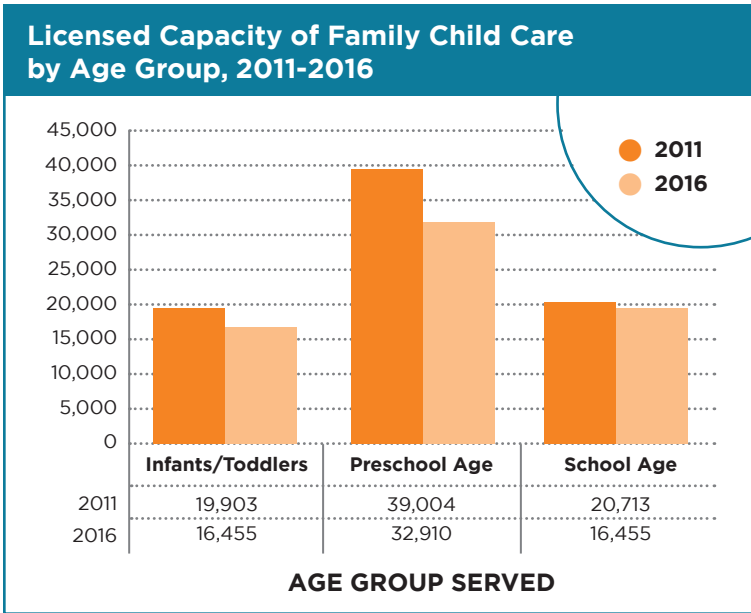
The most recent addition to the early care and education system in California is transitional kindergarten (TK), which was established by the School Readiness Act of 2010 (SB 1381). Transitional kindergarten (TK) is the first of a two-year kindergarten program. It uses a modified curriculum that is age and developmentally appropriate, is taught by a credentialed teacher, and is funded through Average Daily Attendance (ADA) funds.

Eligibility for transitional kindergarten is extended to children whose fifth birthday falls between September and December of the academic school year. In 2015, it was clarified that the School Readiness Act also allows school districts to enroll children who will turn 5-years-old after the December cutoff date. This option is called expanded transitional kindergarten (ETK) and is funded through a combination of local and ADA funding. In the 2014-2015 school year, 20,499 Los Angeles County children participated in transitional kindergarten—a 33 percent increase from the prior school year.

As more and more families become aware of this publicly funded option for their children, it is likely that the number of participating children will continue to grow. The arrival of transitional kindergarten has had, and will continue to have, a major impact on the early care and education system within California. As the field moves into this new era, it is essential that the entire early care and education system (inclusive of local education agencies) works together to meet the needs of young children in the County.

• Recommendation - Support family child care providers to provide quality care for infants and toddlers:

Develop support mechanisms for family child care providers to serve infants and toddlers, since there is a growing need for services for that age group. Strategies may include professional development, shared business services to support administrative functions, support for staff to pursue higher education opportunities, and capital improvement grants to improve family child care to accommodate infants and toddlers.



The Number of Students Participating in Transitional Kindergarten in Los Angeles County, 2013-2014 and 2014-2015

	2013-14 School Year	2014-15 School Year	Difference	Percent Change
Los Angeles County	14,680	20,499	5,819	33%
California	55,579	77,274	21,695	33%

- Recommendation - Establish a mixed-delivery system early care and education taskforce:**

Establish a mixed-delivery taskforce to assess the current birth-5 early care and education system, identify system best practices, explore alignment and coordination opportunities between local education agencies and licensed early care and education providers, discuss policy solutions, and propose recommendations. The taskforce would consist of leaders from various birth-5 early care and education sectors like Resource and Referral Agencies; federally funded programs like Head Start and Early Head Start; local school districts; Los Angeles County Office of Education; First 5 LA; Los Angeles County Office for the Advancement of ECE; Los Angeles County Department of Public Social Services (CalWORKS Stage 1); and California Department of Education funded programs like California State Preschool, California Center Based Programs, and Alternative Payment.

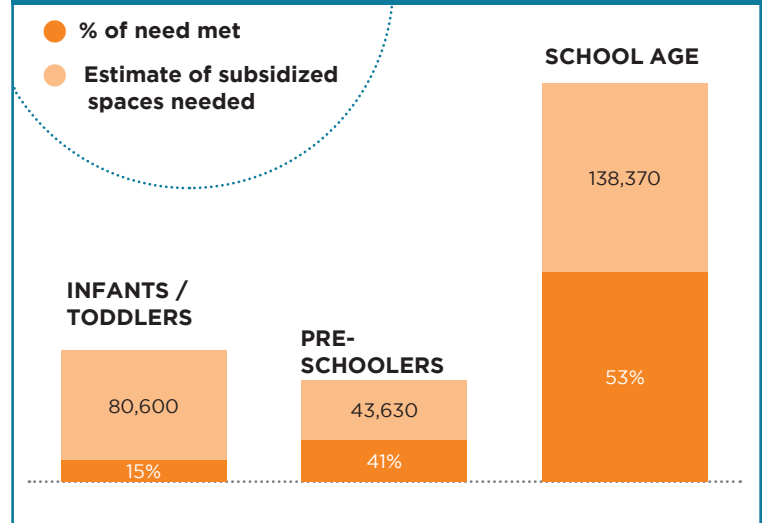
4) Early care and education is a costly expense for many families.

The cost of care for a young child is high. A family's average cost of care in Los Angeles County is \$10,303 a year per preschooler in center-based care and \$8,579 a year per preschooler in a family child care home. Care for infants and toddlers is even more expensive, with an annual cost of \$14,309 in an early care and education center and \$9,186 in a family child care home. Families earning the Los Angeles County median family income of \$54,194 pay 16-26 percent of their wages per child for early care and education services. If a family has two children, an infant and a preschooler in center-based care, they would need to spend nearly half of their income (45 percent) on care for their children.

For families with income below the poverty line, the situation is even more dire. According to a report published by the Public Policy Institute of California, in 2013, Los Angeles County had the highest rate of poverty in the State, with 21 percent of the residents living in or near poverty. It is estimated that 27 percent of children in our County under 18 years old live in poverty. Over 900,000 children live in households with earnings 70 percent below the State Median Income

(SMI). Even though the California minimum wage has increased, income eligibility for subsidized child care has not increased since 2011. According to the Child Care Law Center, income eligibility was frozen at 70 percent of the State Median Income used in Fiscal Year 2007-2008, which itself was based on 2005 income data. This barrier is encountered by many low-income working parents looking for subsidized care, since they often do not meet the income requirements for eligibility. With the minimum wage increasing to \$15 per hour by 2021, low income earning parents who receive slight wage increases may no longer be eligible for subsidized care.

Unmet Need for Subsidies Among Low Income Families in Los Angeles County by Age Group



- Recommendation - Support increasing the income eligibility cap for subsidized early care and education for low-income families:**

Update the eligibility guidelines to reflect the current State Median Income (SMI) and establish up to 12 months of income eligibility for families up to 85 percent of the SMI.



FINDINGS AND RECOMMENDATIONS

Quality in Early Care and Education

Every parent should be able to have their child participate in a high-quality early care and education program. After analyzing 20 studies on the impact of child care quality on children's outcomes, Burchinal et al. (2011) found that there is a relationship between child care quality and children's academic achievement, as well as language and cognitive development. To increase the quality of care, Quality Rating and Improvement Systems (QRIS) have emerged across the country. A first step for an early care and education program to participate in QRIS is to be licensed and in good standing. The core mission of the Child Care Licensing Program is to ensure the health and safety of children. With licensing being the entry level to QRIS, participating providers are then assessed on essentials of quality such as child development and social readiness, teacher qualifications and adult-child interactions, and program environment. QRIS assesses these elements and provides a rating on a five-point rating scale. Although the rating serves as a starting point, the most valuable component of QRIS lies in the ongoing quality improvement support. QRIS early care and education providers receive an abundance of tools, training and coaching to strengthen the quality of their program. Findings to take into consideration in this section of the report include the limited amount of QRIS rated sites in Los Angeles County, and the current QRIS focus on state-funded and center-based care.

1) While the number of QRIS rated sites has increased, only a limited percentage of Los Angeles County providers have been QRIS rated.

Over the last 10 years, Los Angeles County has been building its QRIS system from both local funding from First 5 LA and First 5 CA, as well as federal investments like the Race to the Top- Early Learning Challenge. Although this funding has laid a foundation for a county-wide QRIS system, and there has been substantial progress in reaching more and more providers, there is still a long way to go to reach all providers. As of June 30, 2016, when federal funding for QRIS through the Race to the Top Early Learning Challenge grants ended, 252 family child care homes were rated, and 619 early care and education centers were rated. This represents a mere 4 percent of family child care homes and 18 percent of center-based programs in Los Angeles County.

While the federal funding for QRIS has ended, the California Department of Education is currently providing QRIS on-going funding for California State Preschool Programs and a one-time QRIS block grant for programs that serve infants and toddlers that is slated to end in September 30, 2017. In addition, First 5 California has invested in QRIS across the State through First 5 IMPACT (Improve and Maximize Programs so All Children Thrive), and First 5 LA continues to be committed to QRIS.



Number of Rated QRIS Sites		
Type of QRIS Sites in Los Angeles County	As of June 30, 2016	
	Number	Percent of Total Numbers of Programs
Center-Based Programs	619	18%
Family Child Care Homes	252	4%

• Recommendation - Increase On-Going QRIS Funding:

Expand on-going investments in QRIS, especially for programs that serve infants and toddlers. Strategies may include expanding funding for the California State Preschool Program (CSPP) Quality Rating and Improvement System (QRIS) Block Grant, continuing the Infant/Toddler Quality Rating and Improvement System (QRIS) Grant Program, and expanding QRIS support to include additional programs in the early care and education care system.

2) To date, QRIS has been primarily focused on state-funded and center-based care.

Every community has different strengths, challenges and needs. Early care and education in Los Angeles County is a complex tapestry of various funding streams, curriculums and structures. Low-income children, emergent bilinguals, children in the child welfare system and children with special needs all have unique requirements that providers need the skills and resources to meet. As of June 30, 2016, 59 percent of the licensed early care and education centers and family child care homes that participated in QRIS were rated in the higher tiers of three, four, or five. To ensure the needs of Los Angeles County's children can be served by high-quality early care and education programs, public funding to support local QRIS efforts has to be reasonably flexible. By providing more flexibility for QRIS, funding could be braided, and QRIS could more easily target providers who serve the children most at risk of not being prepared for school success.

Number of QRIS Sites by Rating Tier	
Quality Tier	Los Angeles County Rated QRIS Sites
	As of June 30, 2016
	Percent
Sites in Tier 1	< 1%
Sites in Tier 2	41%
Sites in Tier 3	32%
Sites in Tier 4	26%
Sites in Tier 5	< 1%
TOTAL	100%

• Recommendation - Promote flexibility in the use of QRIS funds to best meet the needs of local communities:

Advocate for Los Angeles County to have local control over how to spend QRIS dollars to support the diverse needs of its community. Funders should provide the local QRIS system with the flexibility to allocate money where it is most needed in the county.

• Recommendation - Continue building a single QRIS model in Los Angeles County through the QRIS Architects:

Refine QRIS to best serve Los Angeles' children through the QRIS Architects. The QRIS Architects is a collaborative of seven organizations working collectively to develop a countywide QRIS that addresses the quality improvement needs of different licensed provider types; strengthens relationships between QRIS participants for successful implementation; and enhances the QRIS infrastructure, so that it is efficient and able to be expanded.

Members of the QRIS Architects include the Child Care Alliance of Los Angeles, the County of Los Angeles Child Care Planning Committee, First 5 LA, Los Angeles County Office of Education, Los Angeles Universal Preschool (LAUP), County of Los Angeles Office for the Advancement of Early Care and Education, and Partnerships for Education Articulation and Coordination through Higher Education (PEACH).

FINDINGS AND RECOMMENDATIONS

The Early Care and Education Workforce

The quality of early learning programs for children is intrinsically connected to the early care and education workforce. Numerous studies (e.g. Shonkoff & Phillips, 2000; Whitebook, 2003; Tout, Zaslow & Berry, 2006; Kelley & Camilli, 2007) have cited how members of the ECE workforce who are more educated and have specialized training not only provide children with better quality care, but the children in their care have been found to make greater developmental gains than their counterparts. The key to enhancing the quality of the early care and education system lies in the professionalization of the workforce. In this early care and education workforce section of the report, findings highlight challenges faced by the ECE workforce including low wages, the limited education of the workforce, and barriers to accessing professional development.

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

Although there is a growing public awareness about the critical importance of the early years of a child's life, and many families rely on the early care and education workforce to nurture the early learning of our youngest children, these professionals are often paid close to minimum wage and dramatically less than teachers of older children. In California, child care professionals earn a median hourly wage of \$11.61, and preschool teachers earn a median hourly wage of \$15.25, compared to kindergarten teachers who earn a median hourly wage of \$30.74. Teaching infants, toddlers and preschool age children requires the equivalent level of skills and knowledge as teaching older children, yet the pay is over 50 percent lower. In Los Angeles County, early care and education professionals make an average of \$14.65 per hour. More specifically, in Los Angeles County, center-based early educators make an average of \$14.75 per hour, whereas those who work in family child care make \$11.73 per hour.

California has a dual subsidized child care system, and subsidized licensed early care and education providers are paid by two separate and different reimbursement rates depending on the source of funding. The current system is split into two distinct reimbursement structures: the Standard Reimbursement Rate (SRR) for Title 5 Contracted Center Based Programs, and the Regional Market Rate (RMR) for Alternative Payment and CalWORKs child care programs. Early care and education providers serving a child enrolled in the Alternative Payment and/or CalWORKs programs are reimbursed at their established rate up to the



Regional Market Rate (RMR) ceilings established by the State. Effective January 1, 2017, the Regional Market Rate (RMR) ceilings were established at the 75th percentile of the 2014 regional market rate survey. Establishing the ceiling at the 75th percentile means that low-income families enrolled in these programs have access to approximately 75 percent of the providers in their community. However, since the current RMR is out of date and is based on the 2014 regional market rate study, families enrolled in these programs have fewer choices, which can impact the quality of care they are able to choose for their children. The current daily RMR ceilings for full-time care at a center-based program in Los Angeles County is \$90.68 per infant/toddler and \$64.21 per preschooler, while at a family child care, the daily rate for full time care is \$51.77 per infant/toddler and \$50.44 per preschooler.

Title 5 contracted providers who have General Child Care and the California State Preschool Program contracts with the Department of Education receive a Standard Reimbursement Rate. In January 2017, the Standard Reimbursement Rate (SRR) increased by 10 percent bringing the daily rates per child to \$42.12 for general child care programs, \$26.26 for part-day state preschool, and \$42.38 for full-day state preschool programs. Existing rates simply do not cover the providers' full costs, particularly for high quality child care. In addition, recent increases to the minimum

wage have increased provider costs further and will continue to do so as minimum wages rise over the next four years. Without additional increases to the SRR, programs will find it difficult to raise employee wages to meet the new requirements. Any increases to the minimum wage should automatically trigger comparable increases to the reimbursement rate.

The next step toward building a better reimbursement system for child care and early learning programs throughout California would be to merge the two existing rate structures into a single reimbursement system that maintains both child care options and reflects the actual current cost of care in each region/county with a base at the 85th percentile level.

Los Angeles County Regional Market Rates

Age Group	Full-time Daily Child Care Center	Full-time Daily Family Child Care
Birth to 24 months	90.68	51.77
2 through 5 years	64.21	50.44

Standard Reimbursement Rate

Program	Approved 10% Increase Effective 1/1/2017
Full-day State Preschool Programs	\$42.38

- Recommendation - Raise the Regional Market Rate for early care and education providers:**
 Increase the Regional Market rate for reimbursements to subsidized early care and education providers to 85th percentile of the most recent market rate.
- Recommendation - Maintain the Standard Reimbursement Rate for early care and education providers:**
 Maintain the Standard Reimbursement Rate increase of 10% approved in the 2016-2017 California State Budget.
- Recommendation - Adopt a single reimbursement rate for all California early care and education providers:**
 Advocate to the State legislature and administration to adopt and implement a new, single reimbursement rate that covers the actual cost of infant/toddler and preschool care and education in each region/county with a base at the 85th percentile level.

2) Early care and education staff have limited education.

High quality early care and education for young children is inherently linked to a highly-qualified workforce, yet approximately half of the local workforce does not possess a college degree. In a 2015 report, the Institute of Medicine and the National Research Council concluded that all lead teachers in the nation's preschools should have a bachelor's degree in early childhood development or early education. Higher education is one of the most important pathways needed to professionalize the field. Based on a recent study of ECE providers who participated in First 5 LA funded professional development programs, only 24 percent of early care and education professionals had an associate's degree, 21 percent had a bachelor's degree, and 5 percent had an advanced degree. Family child care providers in the study had lower education levels than the center based as a whole, 17 percent had an associate's degree, 13 percent had a bachelor's degree and 6 percent had an advanced degree. California does not have a teaching credential for early childhood educators, but instead has a Child Development Permit. Currently, only 63 percent of Los Angeles County's Early Care and Education workforce has a California Child Development permit.

Educational Attainment of Los Angeles County Center-Based and Family Child Care Providers

Educational Attainment	Los Angeles County Center-based Providers ¹	Los Angeles County Family Child Care Providers
High School or Less	9%	29%
Some College	31%	36%
Associates Degree	30%	17%
Bachelor's Degree	27%	13%
Advanced Degree	3%	6%

¹ Data Source: LA Advance baseline early educator survey and Consortium program registry data (LA Advance Baseline Analysis Memo - August 2015).

- Recommendation - Expand pathways and supports for the early care and education workforce to pursue higher education:**
 Increase accessibility for programs that support higher education for early care and education professionals. Supports may include college tuition support; education advisors; flexible class times; and the availability of courses, books, and technology in languages in addition to English. Strategies for institutions of higher education include identifying ways to support degree-granting institutions, strengthening the articulation of coursework from community colleges to 4-year universities, and funding college faculty to map and align their courses with the Early Childhood Education Competencies.

- **Recommendation - Establish a formal teaching credential in California that prepares educators to work with children 0-8 year olds:**

Advocate for a 0-8 teaching credential in California. Credentialed teachers strengthen the Early Care and Education system by increasing the quality of education and care given to children, lowering teacher turnover rates, providing a smoother transition for children, and increasing the capacity of all teachers to work with diverse families.

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

When asked about professional development, early educators reported that their number one reason to participate in professional development is to increase their knowledge, yet the top barrier they shared is not having enough money for tuition or training expenses. It is essential to connect members of the early care and education workforce to free and low-cost training opportunities.

Recently, the California Early Care and Education Workforce Registry was launched in both San Francisco and Los Angeles County with funding from the Mimi and Peter Haas Fund, the David and Lucile Packard Foundation and First 5 LA. The online database is designed to track and promote the education, training and experience of the early care and education workforce to improve professionalism and workforce quality and positively impact children. After an early educator signs-up for the registry, he/she can access and sign up for the most up-to-date trainings. With all the requisite available trainings in one place, the registry serves as an efficient tool in assisting members of the ECE workforce to accelerate their professional development. Although this system has made significant gains, it needs to garner on-going funding to be able to include all members of the workforce.



Barriers to Participating in ECE Professional Development in Los Angeles County²

Barriers to Participating in Professional Development	Percentage of Los Angeles County ECE Providers Who Marked that Barrier
I don't have enough money for tuition or training expenses	55%
I don't have enough time	42%
I am not able to get into the courses or trainings that I need	25%
I don't have the math skills I need	20%
I don't have the English language skills I need	17%
I don't have support from my employer	16%
I don't have reliable transportation	16%
I don't have support from my family	14%
I don't have childcare or dependent care	13%
I don't have access to a reliable computer or internet connection	13%

² Data Source: LA Advance spring 2016 early educator survey -- From Table D.4 Barriers for Consortium program participants' participation in PD: Spring 2016 (LA Advance Spring 2016 Analysis).

- **Recommendation - Expand free and low-cost professional development opportunities:**

Increase funding for free and low/cost training, coaching, and mentoring for early care and education providers. It is important that strategies considered are provided in languages in addition to English including training instruction and program curricula.

- **Recommendation - Improve information systems to support professional development through the California Early Care and Education Workforce Registry:**

Advocate for on-going public funding to support the California Early Care and Education Workforce Registry.

As a professional development strategy, the registry would increase access to professional development, monitor the impact of professional development supports, and standardize data collection practices to track the movement of the workforce.

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*, please contact Michele Sartell at msartell@ceo.lacounty.gov. The full report may be downloaded at www.childcare.lacounty.gov.



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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COUNTY OF LOS ANGELES



POLICY • PLANNING • PRACTICE

REFERENCE MATERIALS

Title	Subject	Location
BASIC CHILD CARE PLANNING COMMITTEE (PLANNING COMMITTEE) MATERIALS		
<i>Membership Manual</i>		
Membership Manual	Packet of materials comprised of background information on the Planning Committee, membership policies and procedures, current list of members and meeting schedule, work products (needs assessment, strategic plan), and public policy platform. In addition, includes information on the Office of Child Care as well as items of interest pertaining to the functions of the County of Los Angeles.	www.childcare.lacounty.gov ; go to “About Us” and then “Child Care Planning Committee”; click on “Membership Manual”
<i>General Membership and Meeting Resources</i>		
<i>Membership Roster</i>	List of all current members, affiliations and category of representation.	www.childcare.lacounty.gov – go to “About Us” and then click on “Child Care Planning Committee”
<i>Meeting Schedule</i>	A list of meeting dates and locations (as they are determined).	
OFFICE FOR THE ADVANCEMENT OF EARLY CARE AND EDUCATION AND PLANNING COMMITTEE PROGRAMS AND PROJECTS		
<i>California Transitional Kindergarten Stipend Incentive Program (CTKSIP)</i>	Links to fact sheet and application.	www.childcare.lacounty.gov – scroll down to the “What’s New…” box
<i>Investing in Early Educators Stipend Program</i>	Overview of Stipend Program and links to download instructions and applications for current cycle.	www.childcare.lacounty.gov – click on “Investing in Early Educators – Stipend Program”
<i>Request to Change Service Area Priorities</i>	Guidelines for requesting and reviewing requests from CDE/EESD-contracted agencies.	www.childcare.lacounty.gov – go to “About Us” and then click on “Child Care Planning Committee”; scroll down for “Request to Change Services Area Priorities”
<i>Voluntary, Temporary Transfer of Funds (TVTF)</i>	Description of process for transfer of funds among California Department of Education/Early Education and Support Division (CDE/EESD)-contracted agencies and request forms.	www.childcare.lacounty.gov – go to “About Us” and then click on “Child Care Planning Committee”; scroll down for “Voluntary, Temporary Transfer of Funds”
RESOURCES FOR PARENTS AND COMMUNITIES		
<i>Navigating Subsidized Early Care and Education Systems and Subsidy Programs</i>	Fact sheets and guidance in identifying family need, resources, eligibility, and required documentation for subsidized child care and development services.	www.childcare.lacounty.gov – go to “Resources for Parents and Communities”
<i>For Pregnant and Parenting Teens</i>	Guide on child care and development resources for pregnant and parenting teens.	www.childcare.lacounty.gov – go to “Resources for

Title	Subject	Location
<i>Children with Special Needs</i>	Targeted to parents and professionals, directories of resources relating to children at risk for or with disabilities and other special needs.	Parents and Communities”
LEGAL AND CONTRACTUAL REQUIREMENTS		
<i>Brown Act</i>	Introductory description and complete text of law regulating open public meetings.	www.brownact.org
<i>Roberts Rules of Order</i>	Provides common rules and procedures for deliberation and debate in order to place the whole membership on the same footing and speaking the same language.	http://www.robertsrules.org/
<i>LPC Program Requirements</i>	A description of the basic functions and mandates for each local planning council.	http://www.cde.ca.gov/sp/cd/re/lpc.asp
PLANNING COMMITTEE REPORTS AND PUBLICATIONS		
<i>Strategic Plan for Child Care and Development in Los Angeles County – 2013-18</i>	Addresses four overarching goals: quality, access, Planning Council role, and workforce.	www.childcare.lacounty.gov - go to “About Us” and then Child Care Planning Committee – click on “Publications and Reports”
<i>Needs Assessment Data Sheets – 2016</i>	A listing a zip codes with priorities for funding for general center-based (all ages) and ½ day preschool programs (3-5 year olds).	
<i>2017 Needs Assessment Executive Summary</i>	The report focuses on three essential components of the early care and education system: access, quality and workforce.	
<i>Flow Chart – Public Investments for Early Care and Education</i>	Flow chart indicating the sources and pathways for the flow of government funding supporting direct services and quality initiatives.	
COUNTY OF LOS ANGELES INFORMATION AND RESOURCES		
<i>Supervisory Districts</i>	District maps, community listings, and contact information.	http://bos.lacounty.gov/
OTHER RESOURCES		
<i>Child Care Alliance of Los Angeles</i>	Website with contact information, service areas and links to individual Child Care Resource and Referral Agency websites and information on training opportunities targeted to child care and development programs.	www.ccala.net
<i>Helpful Links and Resources</i>	Hosted by the Office for the Advancement of Early Care and Education, links to an array of resources on topics relevant to child care and development programs and the children and families they serve.	www.childcare.lacounty.gov – go to “About Us” and then click on “Helpful Links and Resources”
<i>Department of Social Services, Community Care Licensing Division</i>	A list of offices and contact numbers; licensing guidelines, etc.	www.cclcd.ca.gov – click on “Child Care Licensing Website”

Title	Subject	Location
PUBLIC POLICY		
County		
<i>County Legislative Agenda</i>	County of Los Angeles Board of Supervisors adopted State and Federal Legislative Agenda for the upcoming session; contains child care and development items submitted by the Planning Committee and Policy Roundtable for Child Care and Development.	http://ceo.lacounty.gov/IGR/leg_info.htm – click on “Public Policy”
<i>Public Policy Platform</i>	Planning Committee and Roundtable policy platform for the current legislative session.	www.childcare.lacounty.gov – click on “Public Policy”
State		
<i>Official CA Legislative Information</i>	Search for bills as introduced and amended, committee analyses and status updates.	http://leginfo.legislature.ca.gov/faces/home.xhtml
<i>Legislative Analyst's Office</i>	Provides fiscal and policy advice to the legislature; prepares reports publications on various policy areas inclusive of early care and education.	www.lao.ca.gov ; select “Policy Area” and then “Education”
<i>The California Channel</i>	A public service providing “gavel-to-gavel” access to Legislative proceedings via the internet.	www.calchannel.com/live-webcast/
Federal		
<i>Federal Legislative Districts</i>	Maps and links to Legislators’ websites.	www.house.gov www.senate.gov
<i>Federal Legislation - Thomas</i>	Legislative information from The Library of Congress, including access to bills.	http://thomas.loc.gov



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**COUNTY OF LOS ANGELES
OFFICE OF THE COUNTY COUNSEL**



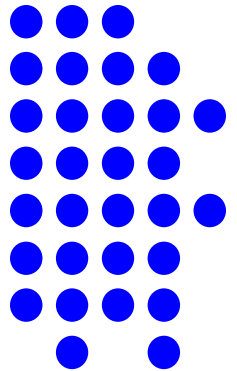
**COUNTY COUNSEL
GUIDE TO BROWN ACT
REQUIREMENTS**

BROWN ACT BASICS

BY

**Barbara Goul
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LOS ANGELES COUNTY COMMISSIONER ORIENTATION GUIDE

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Legal and Procedural Matters

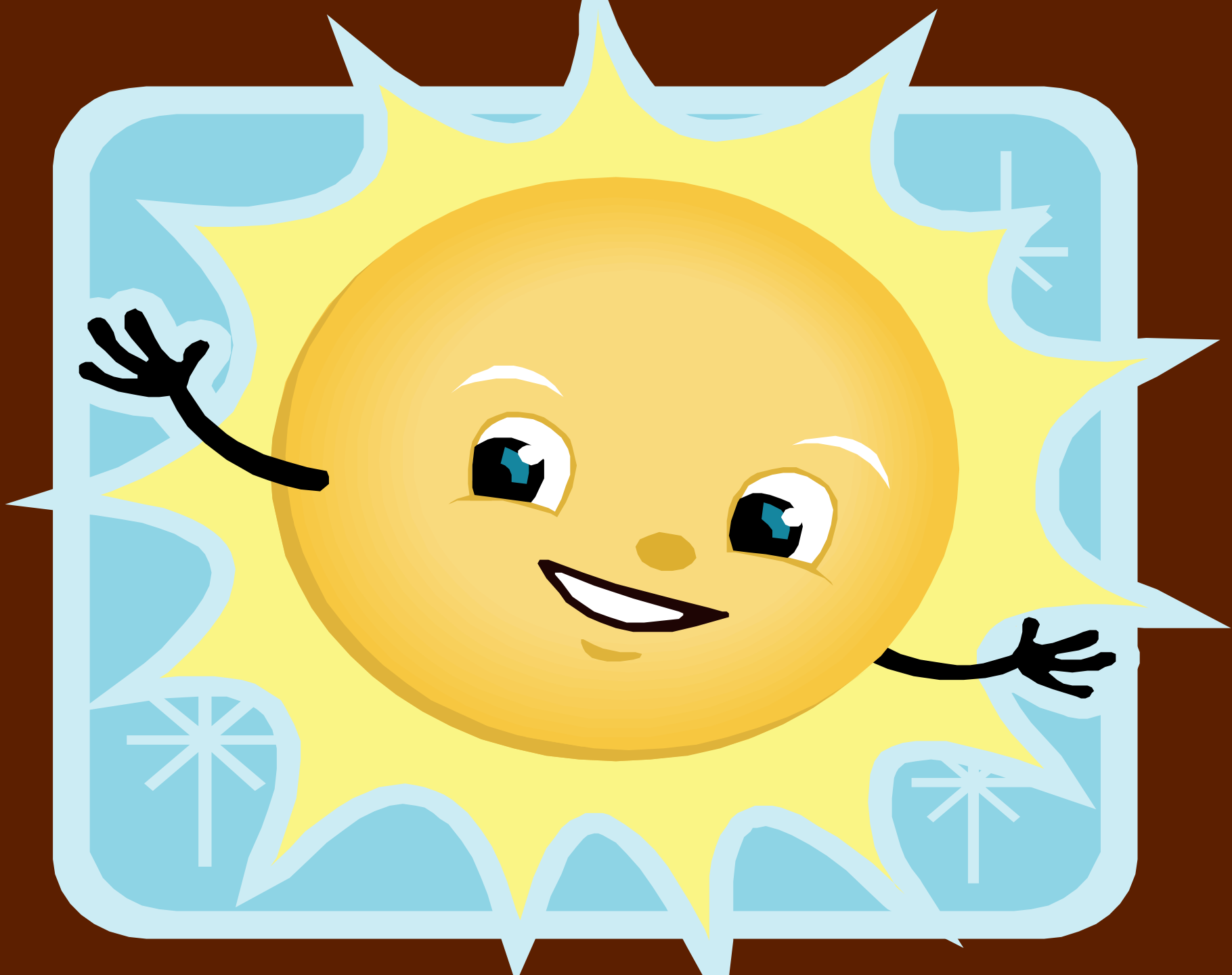
County Counsel

Ms. Barbara Goul
Principal Deputy

Summary of the Brown Act, prepared by County Counsel

Summary of Procedural Rules for County Commissions and Committees
based on Robert's Rules of Order, prepared by County Counsel

County Counsel Opinion on Commissioner Liability



What is the Brown Act?

- AKA Sunshine Law or Open Meetings Law
- Enacted by legislature in 1953
- Codified in Government Code §§ 54950 et seq.
- Guarantees the public's right to attend and participate in government
- Promotes accountability of public officers
- Allows for public oversight and understanding

Overview of Brown Act Issues

- Applicability
- Requirements
 - Agenda Posting Requirements
 - How meetings are conducted
 - Exceptions or items that may be handled in closed sessions
- Remedies and penalties for violations

Who Does the Brown Act Apply To?

- Public commissions, boards and councils
- Commissions created by the Board of Supervisors
 - Committees created by legislative bodies
 - Standing versus ad hoc committees

What is a meeting?

- A gathering of a quorum of the legislative body
 - 50% of members plus one (rounded up)
 - Serial meetings
 - Teleconferencing
- Where public business is transacted or discussed
 - Not purely ceremonial or social occasions
 - *Sacramento Newspaper Guild v Board of Supervisors*
263 Cal. App 2d 41 (1968)

Teleconferencing

- Different locations connected by audio and/or video
- Must be fully accessible to the public
- Voting must be by roll call

Agenda Requirements

- Posting
- Notice
- Public Comment
- Public Availability of Agenda Materials

Agenda Content

- Description must be sufficient to give the public a reasonable idea of what will be discussed
 - Vague general language is not sufficient
 - Allows public to decide whether to attend
- Generally 20 words or less
- Public comment entry
- Meeting is limited to agenda items
 - 2/3 vote for special circumstance when immediate action is required

Agenda Notice Requirements Vary for Different Meetings

- Regular is posted at the site of the meeting 72 hours in advance.
- Special is posted at the site of the meeting 24 hours in advance.
- Emergency is one hour telephonic notice
- For Dire Emergencies notice may be contemporaneous with the meeting

Public Availability of Agenda Materials

- Public entitled to copies of agenda packet/documents associated with the agenda items
- Public can make standing request for copies of agenda materials
 - Writing
 - Effective for one year
 - Subject to fees for copying and postage
 - Failure to send packet can invalidate action

Place of Meeting

- Must be held within agency's geographical jurisdiction
 - Limited exceptions
- Can not be held in a place that discriminates or charges a fee or requires a purchase
- ADA compliant

Conducting the Meeting

- Can not require a person to sign in as a condition of attendance
- Can not prohibit use of cameras, tape recorders or broadcasting
- Any tape or film made by the legislative body must be available for inspection

Public Comment

- Opportunity to speak on agenda items before or during the body's consideration of the item
- Opportunity to speak on any item within the body's subject matter jurisdiction
- Reasonable rules can be adopted
- Chair may clear room in the event of public disruption and proceed with press present

Closed Session

- All items must be listed on the agenda
- Must publicly announce item to be discussed in closed session
- Must publicly announce action taken in closed session

Closed Session Major Exceptions

- Personnel matters (§ 54957)
- Public security threat (§ 54957)
- Anticipated or pending litigation (§ 54956.9)
- Initiation of litigation (§54956.9)
- Labor negotiations (§54957.6)
- Real estate negotiations (§ 54956.8)
 - *Shapiro v San Diego City Council*
96 Cal. App.4th 904 (2002)

Confidentiality of Closed Session

- May not disclose information obtained in closed sessions to any person not entitled to receive it
 - Unless disclosure is authorized by legislative body
- Injunctive relief to prevent disclosure
- Penalties for improper disclosure
 - Disciplinary action for willful disclosure
 - Require prior training or notice
 - Referral to Grand Jury
- Exceptions

Closed Session Minutes

- Keeping a minute book is discretionary (Government Code § 54957.2)
 - Confidential
 - Members may review minutes but cannot have copies
- Minutes of improper closed session are not confidential.

Penalties & Remedies

- Civil action to stop or prevent violations
 - Notice of corrective action is prerequisite
- Civil action to declare action null and void
- Court costs including reasonable attorney fees
 - *L.A. Times v Board of Supervisors*
112 Cal. App. 4th 1313 (2003)
- Misdemeanor for knowing violations



COUNTY OF LOS ANGELES
OFFICE OF THE COUNTY COUNSEL

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December 31, 2013

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CONFIDENTIAL

THIS MATERIAL IS SUBJECT TO THE
ATTORNEY-CLIENT AND/OR THE ATTORNEY
WORK PRODUCT PRIVILEGES

TO: ALL DEPARTMENT HEADS
FROM: JOHN F. KRATTLI 
County Counsel
RE: **New Brown Act Change - SB 751**

This is to notify you of a change to the Brown Act that may have an impact on the commissions that your departments staff.

Effective January 1, 2014, Senate Bill ("SB") 751 amended the Brown Act to require all Brown Act bodies to "publicly report any action taken and the vote or abstention on that action of each member present for the action." (Government Code section 54953(c)(2).) Enclosed is a copy of SB 751. Currently, the Brown Act only requires such reporting for actions taken in closed session. (Government Code section 54957.1(a).)

SB 751 requires that when a Brown Act body takes an action, *the vote or abstention of each member present at the meeting must be publicly reported*. This new Brown Act requirement can be complied with by:

- A roll call vote for each action taken; OR
- An oral announcement by the chair or clerk after a vote is taken, such as:
 - "The motion passes, with Commissioner Jones, Smith, and Davis voting in favor and Commissioner Johnson voting in opposition," or
 - "The motion unanimously passes with all members present and voting"; OR

- The vote or abstention of each member could be included in the commission's minutes which are publicly approved by the commission at a future meeting.

If you have any questions concerning this matter, please contact me, or Assistant County Counsel Judy Whitehurst at (213) 974-1921, or Principal Deputy County Counsel Barbara Goul at (213) 974-1834.

JFK:am

Enclosure

Senate Bill No. 751

CHAPTER 257

An act to amend Section 54953 of the Government Code, relating to local government.

[Approved by Governor September 6, 2013. Filed with Secretary of State September 6, 2013.]

LEGISLATIVE COUNSEL'S DIGEST

SB 751, Yee. Meetings: publication of action taken.

The Ralph M. Brown Act requires all meetings of the legislative body of a local agency, as defined, to be open and public and prohibits the legislative body from taking action by secret ballot, whether preliminary or final.

This bill would additionally require the legislative body of a local agency to publicly report any action taken and the vote or abstention on that action of each member present for the action, thereby imposing a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that no reimbursement is required by this act for a specified reason.

The people of the State of California do enact as follows:

SECTION 1. Section 54953 of the *Government Code* is amended to read:

54953. (a) All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, except as otherwise provided in this chapter.

(b) (1) Notwithstanding any other provision of law, the legislative body of a local agency may use teleconferencing for the benefit of the public and the legislative body of a local agency in connection with any meeting or proceeding authorized by law. The teleconferenced meeting or proceeding shall comply with all requirements of this chapter and all otherwise applicable provisions of law relating to a specific type of meeting or proceeding.

(2) Teleconferencing, as authorized by this section, may be used for all purposes in connection with any meeting within the subject matter jurisdiction of the legislative body. All votes taken during a teleconferenced meeting shall be by rollcall.

(3) If the legislative body of a local agency elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the legislative body shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction, except as provided in subdivision (d). The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.

(4) For the purposes of this section, "teleconference" means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this section shall prohibit a local agency from providing the public with additional teleconference locations.

(c) (1) No legislative body shall take action by secret ballot, whether preliminary or final.

(2) The legislative body of a local agency shall publicly report any action taken and the vote or abstention on that action of each member present for the action.

(d) (1) Notwithstanding the provisions relating to a quorum in paragraph (3) of subdivision (b), when a health authority conducts a teleconference meeting, members who are outside the jurisdiction of the authority may be counted toward the establishment of a quorum when participating in the teleconference if at least 50 percent of the number of members that would establish a quorum are present within the boundaries of the territory over which the authority exercises jurisdiction, and the health authority provides a teleconference number, and associated access codes, if any, that allows any person to call in to participate in the meeting and that number and access codes are identified in the notice and agenda of the meeting.

(2) Nothing in this subdivision shall be construed as discouraging health authority members from regularly meeting at a common physical site within the jurisdiction of the authority or from using teleconference locations within or near the jurisdiction of the authority. A teleconference meeting for which a quorum is established pursuant to this subdivision shall be subject to all other requirements of this section.

(3) For purposes of this subdivision, a health authority means any entity created pursuant to Sections 14018.7, 14087.31, 14087.35, 14087.36, 14087.38, and 14087.9605 of the Welfare and Institutions Code, any joint powers authority created pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 for the purpose of contracting pursuant to Section 14087.3 of the Welfare and Institutions Code, and any advisory committee to a county sponsored health plan licensed pursuant to Chapter 2.2 (commencing with Section 1340) of Division 2 of the Health and Safety Code if the advisory committee has 12 or more members.

(4) This subdivision shall remain in effect only until January 1, 2018.

SEC. 2. No reimbursement is required by this act under Section 6 of Article XIII B of the California Constitution because the only costs that may be incurred by a local agency or school district under this act are the costs of complying with Chapter 9 (commencing with Section 54950) of Part 1 of Division 3 of Title 5 of the Government Code. Subdivision (c) of Section 36 of Article XIII of the California Constitution provides that costs of this type are not reimbursable.

CORRECTIONS:
Date--Page 1.

RobertsRules.org | Robert's Rules of Order - Summary Version

For Fair and Orderly Meetings & Conventions

Provides common rules and procedures for deliberation and debate in order to place the whole membership on the same footing and speaking the same language. The conduct of ALL business is controlled by the general will of the whole membership - the right of the deliberate majority to decide. Complementary is the right of at least a strong minority to require the majority to be deliberate - to act according to its considered judgment AFTER a full and fair "working through" of the issues involved. Robert's Rules provides for constructive and democratic meetings, to help, not hinder, the business of the assembly. Under no circumstances should "undue strictness" be allowed to intimidate members or limit full participation.

The fundamental right of deliberative assemblies require all questions to be thoroughly discussed before taking action!

The assembly rules - they have the final say on everything!
Silence means consent!

- Obtain the floor (the right to speak) by being the first to stand when the person speaking has finished; state Mr./Madam Chairman. Raising your hand means nothing, and standing while another has the floor is out of order! Must be recognized by the Chair before speaking!
- Debate can not begin until the Chair has stated the motion or resolution and asked "are you ready for the question?" If no one rises, the chair calls for the vote!
- Before the motion is stated by the Chair (the question) members may suggest modification of the motion; the mover can modify as he pleases, or even withdraw the motion without consent of the seconder; if mover modifies, the seconder can withdraw the second.
- The "immediately pending question" is the last question stated by the Chair! Motion/Resolution - Amendment - Motion to Postpone
- The member moving the "immediately pending question" is entitled to preference to the floor!
- No member can speak twice to the same issue until everyone else wishing to speak has spoken to it once!
- All remarks must be directed to the Chair. Remarks must be courteous in language and deportment - avoid all personalities, never allude to others by name or to motives!
- The agenda and all committee reports are merely recommendations! When presented to the assembly and the question is stated, debate begins and changes occur!

The Rules

- **Point of Privilege:** Pertains to noise, personal comfort, etc. - may interrupt only if necessary!
- **Parliamentary Inquiry:** Inquire as to the correct motion - to accomplish a desired result, or raise a point of order
- **Point of Information:** Generally applies to information desired from the speaker: "I should like to ask the (speaker) a question."
- **Orders of the Day (Agenda):** A call to adhere to the agenda (a deviation from the agenda requires Suspending the Rules)

- **Point of Order:** Infraction of the rules, or improper decorum in speaking. Must be raised immediately after the error is made
- **Main Motion:** Brings new business (the next item on the agenda) before the assembly
- **Divide the Question:** Divides a motion into two or more separate motions (must be able to stand on their own)
- **Consider by Paragraph:** Adoption of paper is held until all paragraphs are debated and amended and entire paper is satisfactory; after all paragraphs are considered, the entire paper is then open to amendment, and paragraphs may be further amended. Any Preamble can not be considered until debate on the body of the paper has ceased.
- **Amend:** Inserting or striking out words or paragraphs, or substituting whole paragraphs or resolutions
- **Withdraw/Modify Motion:** Applies only after question is stated; mover can accept an amendment without obtaining the floor
- **Commit /Refer/Recommit to Committee:** State the committee to receive the question or resolution; if no committee exists include size of committee desired and method of selecting the members (election or appointment).
- **Extend Debate:** Applies only to the immediately pending question; extends until a certain time or for a certain period of time
- **Limit Debate:** Closing debate at a certain time, or limiting to a certain period of time
- **Postpone to a Certain Time:** State the time the motion or agenda item will be resumed
- **Object to Consideration:** Objection must be stated before discussion or another motion is stated
- **Lay on the Table:** Temporarily suspends further consideration/action on pending question; may be made after motion to close debate has carried or is pending
- **Take from the Table:** Resumes consideration of item previously "laid on the table" - state the motion to take from the table
- **Reconsider:** Can be made only by one on the prevailing side who has changed position or view
- **Postpone Indefinitely:** Kills the question/resolution for this session - exception: the motion to reconsider can be made this session
- **Previous Question:** Closes debate if successful - may be moved to "**Close Debate**" if preferred
- **Informal Consideration:** Move that the assembly go into "**Committee of the Whole**" - informal debate as if in committee; this committee may limit number or length of speeches or close debate by other means by a 2/3 vote. All votes, however, are formal.
- **Appeal Decision of the Chair:** Appeal for the assembly to decide - must be made before other business is resumed; NOT debatable if relates to decorum, violation of rules or order of business
- **Suspend the Rules:** Allows a violation of the assembly's own rules (except Constitution); the object of the suspension must be specified

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OFFICE FOR THE ADVANCEMENT OF EARLY CARE AND EDUCATION: OVERVIEW

The Office for the Advancement of Early Care and Education envisions a high quality early care and education system accessible to all families that nurtures children's healthy growth and early learning, fosters protective factors¹ in families, and strengthens communities. The Office for the Advancement of Early Care and Education supports policy recommendation formulation, planning, and implementation efforts of the County of Los Angeles Policy Roundtable for Child Care and Development and the Child Care Planning Committee to improve the availability, quality, and access to early care and education services for the children and families of Los Angeles County.

OFFICE FOR THE ADVANCEMENT OF EARLY CARE AND EDUCATION ACTIVITIES

Policy Roundtable for Child Care and Development

The Policy Roundtable for Child Care and Development (Roundtable) builds and strengthens early care and education by providing recommendations to the Board of Supervisors on policy, systems, and infrastructure improvement.

Child Care and Development Policy Framework 2014 - 16: A road map for County departments and community stakeholders to work collaboratively to expand the supply of and access to high quality child care and development services for children and families in Los Angeles County. The five goals of the Framework are: 1) Restore and Expand Funding, 2) Strengthen Policies on Eligibility and Access, 3) Maximize Access to Available Services, 4) Prioritize Quality Services, and 5) Expand Family and Community Engagement.

Child Care Planning Committee

The mission of the Child Care Planning Committee (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 the County of Los Angeles, including the quality and continuity, affordability, and accessibility of child care and development services for all families.

Needs Assessment and Strategic Planning: The Planning Committee periodically conducts **countywide needs assessments** on the supply and demand for child care and development services in Los Angeles County. The data from the needs assessment is used to develop priorities for the allocation of new state or federal child care and development subsidy funds. In addition, the Planning Committee has developed a comprehensive **strategic plan** for child care and development services, specifying outcomes, goals and strategies intended to promote quality, increase access, enhance qualifications and compensation for the workforce, and build a coalition of stakeholders with a unified voice advocating for a robust child care and development system.

Investing in Early Educators Stipend Program

The Investing in Early Educators-Stipend Program, funded by the California Department of Education/Early Education and Support Division (CDE/EESD), is designed to increase the retention of teachers and family child care providers working in child care and development programs in which most of the children are subsidized by the CDE/EESD. Cash stipends are awarded based on the completion of college coursework that contributes towards a degree in child development. Additional stipends are awarded for earning an Associate of Arts, Bachelor of Arts or Master Degree in child development or related field.

¹ The five protective factors are: parental resilience, knowledge of parenting and child development, social connections, concrete supports in times of need, and Social and emotional competence of children.

California Transitional Kindergarten Stipend Incentive Program

The California Transitional Kindergarten (TK) Stipend Incentive Program, funded by the CDE/EESD, awards stipends to teachers working in TK and CSPP classrooms. Priority for stipends goes to TK teachers seeking academic units in child development followed by CSPP teachers with a Bachelor degree pursuing academic coursework.

Quality Rating and Improvement Systems (QRIS)

QRIS ARCHITECTS

The QRIS Architects were established to take advantage of the opportunity the First 5 CA IMPACT (Improve and Maximize Programs so All Children Thrive) presented to build a QRIS model unconstrained by the specifics of particular funding sources and built on lessons learned from previous QI/ARIS efforts in Los Angeles County. The QRIS Architects are represented by seven Los Angeles County agencies including: the Child Care Alliance of Los Angeles, Child Care Planning Committee, First 5 LA (conveners), Los Angeles County Office of Education, LAUP, Office for the Advancement of Early Care and Education, and Partnerships for Education, Articulation and Coordination through Higher Education (PEACH).

County Employee Child Care and Development Centers

The Office for the Advancement of Early Care and Education assists County departments in developing employee child care and development services. There are currently 12 County child care and development programs. The programs offer quality services in center-based programs to children from six weeks to six years of age.

Public Policy

On behalf of the Roundtable and Planning Committee, the Office for the Advancement of Early Care and Education keeps abreast of research, economic trends, demographic shifts and trends, and Federal and State legislation to develop recommended actions for consideration by the Board of Supervisors on issues relating to child care and development.

Research and Publications

On behalf of the Roundtable and Planning Committee, the Office for the Advancement of Early Care and Education oversees research and the development of reports and publications that tackle issues relating to enhancing the quality of child care and development programs that are accessible and affordable for families and prepare all children for school and life success.

Communications

The Office for the Advancement of Early Care and Education manages a **website** with current information on the activities as outlined in this overview as well as helpful links and resources on an array of issues including but not limited to regulatory compliance; child care resource and referral agencies; assessing and enhancing quality; identification and inclusion of children with special needs; navigating the child care and development system and subsidy programs; professional development; data, research, and policy; financing, funding, and technical assistance; professional associations and collaboratives; and connecting families to community resources.

For more information on the work of the Office for the Advancement of Early Care and Education, located within the Service Integration Branch of the Los Angeles County Chief Executive Office, and on behalf of the Roundtable and Planning Committee, call (213) 974-4103 or visit our website at www.childcare.lacounty.gov.





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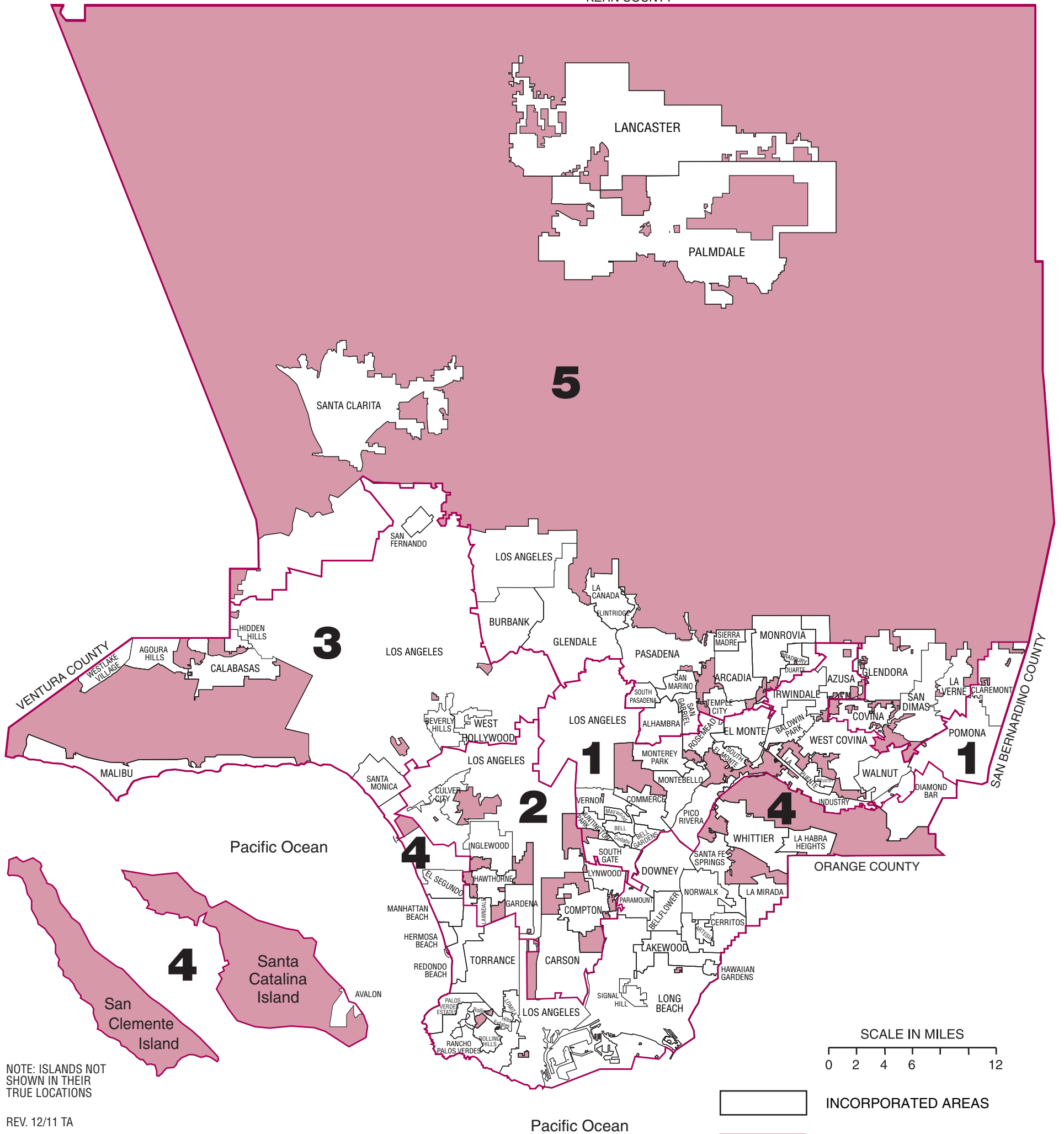
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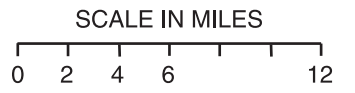
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KERN COUNTY



NOTE: ISLANDS NOT SHOWN IN THEIR TRUE LOCATIONS

REV. 12/11 TA



-  INCORPORATED AREAS
-  UNINCORPORATED AREAS
-  SUPERVISORIAL DISTRICT BOUNDARIES

4,084 SQUARE MILES

COUNTY OF LOS ANGELES

2016 – 2021 STRATEGIC PLAN

Creating Connections: People, Communities, Government

VISION

A value driven culture, characterized by extraordinary employee commitment to enrich lives through effective and caring service, and empower people through knowledge and information

MISSION

Establish superior services through inter-Departmental and cross-sector collaboration that measurably improves the quality of life for the people and communities of Los Angeles County

VALUES

Integrity: *We do the right thing: being honest, transparent, and accountable.*

Inclusivity: *We embrace the need for multiple perspectives where individual and community differences are seen as strengths*

Compassion: *We treat those we serve, and each other, the way we want to be treated*

Customer Orientation: *We place our highest priority on meeting the needs of our customers*

GOALS

I. **Make Investments That Transform Lives**

We will aggressively address society's most complicated social, health, and public safety challenges. We want to be a highly responsive organization capable of responding to complex societal challenges – one person at a time.

II. **Foster Vibrant and Resilient Communities**

Our investments in the lives of County residents are sustainable only when grounded in strong communities. We want to be the hub of a network of public-private partnering agencies supporting vibrant communities.

III. **Realize Tomorrow's Government Today**

Our increasingly dynamic, and complex environment, challenges our collective abilities to respond to public needs and expectations. We want to be an innovative, flexible, effective, and transparent partner focused on advancing the common good.

OVERVIEW: 3 GOALS - 10 STRATEGIES

I. **Make Investments That Transform Lives**

We will aggressively address society's most complicated social, health, and public safety challenges. We want to be a highly responsive organization capable of responding to complex societal problems – one person at a time. We will accomplish this by:

- **Increasing our focus on prevention initiatives;**
- **Enhancing our delivery of comprehensive interventions; and**
- **Reforming service delivery within our justice systems.**

II. **Foster Vibrant and Resilient Communities**

Our investments in the lives of County residents are sustainable only when grounded in strong communities. We want to be the hub of a network of public-private partnering agencies supporting vibrant communities. We will accomplish this by:

- **Driving economic and workforce development in the County;**
- **Supporting the wellness of our communities; and**
- **Making environmental sustainability our daily reality.**

III. **Realize Tomorrow's Government Today**

Our increasingly dynamic and complex environment challenges our collective abilities to respond to public needs and expectations. We want to be an innovative, flexible, effective, and transparent partner focused on advancing the common good. We will accomplish this by:

- **Pursuing development of our workforce;**
- **Embracing digital government for the benefit of our customers and communities;**
- **Pursuing operational effectiveness, fiscal responsibility and accountability; and**
- **Engaging our customers, communities, and partners.**

GOALS, STRATEGIES, AND OBJECTIVES

I. Make Investments That Transform Lives

We will aggressively address society's most complicated social, health, and public safety challenges. We want to be a highly responsive organization capable of responding to complex societal problems - one person at a time.

Issue Statement: A lack of early intervention and support for at-risk, high-needs residents increases their likelihood of long-term reliance on, or involvement with the County's social safety net and child welfare, justice, and social service systems.

Strategy I.1 - Increase Our Focus on Prevention Initiatives

Implement evidence-based practices to increase our residents' self-sufficiency, prevent long-term reliance on the County's social safety net, and prevent involvement with the County's foster, juvenile justice, and adult justice systems.

- I.1.1 Promote Supportive Parenting:** Increase the number of vulnerable children and families touched by the County referred to the community-based network of Prevention/Aftercare providers.
- I.1.2 Implement a Homeless Prevention Program for High-Risk Families:** Implement a homeless prevention program to prevent homelessness of those families, known to the County, at imminent risk of homelessness.
- I.1.3 Support Income Security for Custodial Parents:** Increase the number of custodial parents receiving child support enforcement services who receive full and timely child support payments.
- I.1.4 Support Educational Outcomes for Systems-Involved Youth:** Use the County's Education Coordinating Council to partner with local school districts, LACOE, the Juvenile Court, DCFS and Probation to work towards improving educational outcomes for systems-involved youth by using Local Control Accounting Plans and incorporating other available supports.
- I.1.5 Increase Affordable Housing Throughout L. A. County:** Develop or preserve affordable housing units in the County.
- I.1.6 Increase Home Visitation Capacity:** Support the leadership of First 5 LA, in partnership with the County, the Home Visitation Consortium and others to build a universal voluntary system of home visitation services through a streamlined system of referrals, and improved integration of services.

- I.1.7. Support Library Efforts to Engage Children and Families:** Work with the *Center for Strategic Public Private Partnerships* to identify other funding opportunities to extend programs and services for underserved youth and families at all County libraries, including early learning programs and mobile literacy services.
- I.1.8 Promote Consumer Financial Stability:** Establish a Center for Financial Empowerment that will provide services in the areas of financial literacy, financial counseling, consumer education, and tax preparation.
-

Issue Statement: The County’s most vulnerable populations require more targeted and integrated interventions to measurably address their comprehensive needs.

Strategy I.2 - Enhance Our Delivery of Comprehensive Interventions

Deliver comprehensive and seamless services to those seeking assistance from the County.

- I.2.1 Provide Subsidized Housing for Vulnerable Populations:** Provide subsidized housing and necessary services for vulnerable populations, while prioritizing the homeless population.
- I.2.2 Streamline Access to Integrated Health Services:** Operationalize a Health Agency-wide referral system to track and refer patients from one Health Agency department to another.
- I.2.3 Integrate Substance Use Disorder (SUD) Treatment Services:** Implement the Drug Medi-Cal waiver to integrate SUD treatment services for youth and adults into the County’s mental and physical health care delivery systems.
- I.2.4 Support Job Readiness and Increase Employment Opportunities for Youth Served by the County:** Increase the number of youth, known to the County, who are linked to employment, a job interview, or a job readiness program, while prioritizing foster and probation youth.
- I.2.5 Implement My Brother’s Keeper (MBK):** Implement the Phase I strategies of the MBK initiative.
- I.2.6 Women and Girls’ Initiative:** Complete a comprehensive County-wide assessment of access to, and delivery of, services to women and girls to address gender-driven disparities.

- I.2.7 Plan for Age-Friendly Communities for Older Adults:** Complete a comprehensive assessment of the gaps in services for the County's older adult population.
- I.2.8 Address the Needs of Victims of Child Sex Trafficking:** Prevent children from becoming victims of child sex trafficking and provide supportive and rehabilitative services for systems-involved child sex trafficking victims.
- I.2.9 Support the Long Term Success of Transitional Aged Youth:** Develop and implement a multi-departmental, comprehensive integrated service delivery plan to serve transitional aged foster youth to ensure self-sufficiency upon emancipation.

Issue Statement: The majority of offenders face barriers to successful community re-entry, including mental illness and/or addiction, resulting in higher rates of recidivism and homelessness.

Strategy I.3 – Reform Service Delivery Within Our Justice Systems

Provide rehabilitative services to those involved with the County's justice systems to reduce the risk of recidivism, and support successful re-entry into our communities.

- I.3.1 Reduce the Incidence of Involvement with the Justice System Among Vulnerable Populations:** Increase the number of justice involved juveniles and adults linked to appropriate health, mental health and substance use disorder services.
- I.3.2 Implement Body Worn Cameras:** Develop a plan to fund and implement body worn cameras for Sheriff's deputies.
- I.3.3 Improve Juvenile Indigent Defense:** Develop and adopt a plan to improve legal representation to youth, while addressing those factors that bring youth into the juvenile justice system.
- I.3.4 Enhance Sheriff's Ability to Effectively and Appropriately Respond to Crises Involving the Mentally Ill:** Expand the number of Mental Evaluation Teams and training for Sheriff Deputies as well as other appropriate staff.
- I.3.5 Develop Policy Decriminalizing Homelessness:** Implement a protocol that: supports statewide efforts to decriminalize homelessness; complements the County's Homeless Encampment Protocol; and ensures greater collaboration between judicial agencies and alternative courts.

I.3.6 Implement Comprehensive Community Policing: Implement and evaluate a community policing strategy within Men’s Central Jail based on unbiased policing, maintaining humane conditions in jail, alternatives to custody, when appropriate, and restorative justice opportunities which emphasize intervention and rehabilitation.

I.3.7 Implement the County’s Jail Plan: Begin the process to replace the Men’s Central Jail with a consolidated correctional treatment facility and renovate Mira Loma Detention Facility.

II. Foster Vibrant and Resilient Communities

Our investments in the lives of County residents are sustainable only when grounded in strong communities. We want to be the hub of a network of public-private partnering entities supporting vibrant communities.

Issue Statement: Regional economic growth requires support for small businesses and social enterprises and development of residents’ skills needed to compete for current and future high-demand jobs.

Strategy II.1 - Drive Economic and Workforce Development in the County

Enhance opportunities for the business community including, small businesses and social enterprises and support local workforce job creation, private investment in the community, expansion of the local tax base, and social equity across the County’s highly diverse communities.

II.1.1 Support 21st Century Innovative and Socially Responsible Industries in Los Angeles County: Implement strategies to target and systematically offer appropriate assistance to high-growth industries.

II.1.2 Support Small Businesses and Social Enterprises: Implement a certification program for Social Enterprises, and the *Small Business, Disabled Veteran-Owned Business, and Social Enterprise Utilization Plan* for achieving County-wide procurement goals of 25% for certified Local Small Business Enterprises and three (3%) percent for Disabled Veteran Business Enterprises.

II.1.3 Coordinate Workforce Development: Identify and align workforce development programs to provide career pathways for high-needs, priority

populations and to support the labor needs of the County's high-growth industry sectors.

Issue Statement: Community safety and health indicators show that high-needs communities experience disproportionately higher rates of violence, lack sufficient access to active transportation services and recreational/cultural activities, and are at greater risk for environmental hazards.

Strategy II.2 – Support the Wellness of Our Communities

Identify, support, and promote practices for higher quality of life through violence reduction, enhanced social cohesion, increased awareness of supports and services, and better physical fitness, mental health, and well-being.

- II.2.1 Reduce Violence in Communities:** Develop comprehensive, place-based plans to reduce violence in high-needs communities experiencing high levels of violence.
 - II.2.2 Expand Access to Recreational and Cultural Opportunities:** Expand access for all County residents, particularly those in unincorporated and high-needs areas, who have traditionally underutilized the County's museums, theatres, beaches, parks, and other recreational facilities.
 - II.2.3 Prioritize Environmental Health Oversight and Monitoring:** Strengthen the County's capacity to effectively prevent, prepare for and respond to emergent environmental and natural hazards and reduce impacts to disproportionately affected communities.
 - II.2.4 Promote Active and Healthy Lifestyles:** Conduct outreach to high-needs, traditionally underserved populations within the County by supporting safe and comfortable built environments that encourage physical activity and access to healthy food.
-

Issue Statement: With ten million residents, over 100,000 employees and a geographic area spanning 4,083 square miles, Los Angeles County has a regional and global responsibility to consider its impact on the environment and develop responsible policies that promote sustainable behavior in its operations and communities.

Strategy II.3 - Make Environmental Sustainability Our Daily Reality

Envision and implement a comprehensive and integrated approach to improving the environmental, economic, and social well-being of our communities so that they may thrive now and into the future.

- II.3.1 Improve water quality, reduce water consumption, and increase water supplies:** Promote water conservation, recycle and reuse local water resources, and reduce storm water pollution.
- II.3.2 Foster a cleaner, more efficient, and more resilient energy system:** Promote diverse, clean and renewable energy systems, support energy efficiency, and support strategies to ensure reliability of the energy network.
- II.3.3 Address the serious threat of global climate change:** Create and implement policies and programs to: reduce the emission of greenhouse gases from all sectors of our community; ensure that community climate resilience is integrated into our programs and plans; and inspire others to take action.
- II.3.4 Reduce waste generation and recycle and reuse waste resources:** Increase landfill diversion and recycling programs and infrastructure and inspire the community to reduce, reuse and recycle waste materials.
- II.3.5 Support a clean, flexible, and integrated multi-modal transportation system that improves mobility:** Use and promote electric and other clean vehicle technologies across all vehicle classes along with its supporting infrastructure.

III. Realize Tomorrow's Government Today

Our increasingly dynamic and complex environment challenges our collective abilities to respond to public needs and expectations. We want to be an innovative, flexible, effective, and transparent partner focused on public service and advancing the common good.

Issue Statement: As the largest employer in Southern California, Los Angeles County must work towards attracting and retaining a talented workforce committed to providing public services.

Strategy III.1 - Continually Pursue Development of Our Workforce

Invest in tomorrow's workforce today and today's workforce for a better tomorrow

- III.1.1 Develop Staff Through High Quality Multi-Disciplinary Approaches to Training:** Implement training models that envision learning and professional growth occurring over time that includes relevant departments, academia, labor, and other stakeholders.
- III.1.2 Develop Effective Manager-Leaders:** Recruit, train and equip County executives and managers with the technical, problem solving, and relationship skills characteristic of professional and effective leaders.
- III.1.3 Succession Planning:** Implement an executive development plan designed to equip executive level staff to assume leadership of a department.

Issue Statement: Government has yet to fully leverage big data, information technology, and analytics to enhance its business operations and improve service delivery.

Strategy III.2 - Embrace Digital Government for the Benefit of Our Internal Customers and Communities

Implement technological business solutions to enable County departments to meet their core mission, transform how we share information, and protect the privacy rights of individuals.

- III.2.1 Enhance Information Technology Platforms to Securely Share and Exchange Data:** Establish a shared information management platform to enable County departments to identify common clients, securely share and exchange data to coordinate service delivery, and perform data-driven analytics to achieve outcomes in support of Board Priorities and other Countywide initiatives.
- III.2.2 Leverage Technology to Increase Visibility of and Access to Services:** Ensure that each department maximizes the use of technology to raise awareness of available programs and services.

- III.2.3 Prioritize and Implement Technology Initiatives That Enhance Service Delivery and Increase Efficiency:** Support implementation of technological enhancements and acquisitions that increase efficiency (e.g. infrastructure, software, hardware, applications) including replacement of legacy systems.

Issue Statement: Although expansive, the County of Los Angeles' resources are limited and insufficient when compared to the need. Given this fiscal reality, the County must ensure that resources are expended in a responsible, efficient and strategic manner.

Strategy III.3 - Pursue Operational Effectiveness, Fiscal Responsibility, and Accountability

Continually assess our efficiency and effectiveness, maximize and leverage resources, and hold ourselves accountable.

- III.3.1 Maximize Revenue:** Implement a process to systematically leverage resources to help fund County initiatives.
- III.3.2 Manage and Maximize County Assets:** Maximize use of County assets, guide strategic investments, and support economic development, in ways that are fiscally responsible and align with the County's highest priority needs.
- III.3.3 Measure Impact and Effectiveness of our Collective Efforts:** Develop and operationalize a range of metrics and measures to track implementation and outcomes of this strategic plan and other County initiatives.
- III.3.4 Complete Business Continuity Planning:** Complete the development and implementation of Continuity of Government, and Continuity of Operation Plans for the County and County departments, to continue essential services to the public and other government agencies following a disruption of service.
- III.3.5 Enhance County's Cyber Disruption Protocol:** Develop and implement a Cyber Disruption Response Plan that plans for, protects, mitigates, and responds to disruptions to the County's digital information or technological infrastructure.
- III.3.6 Implement a *Workplace of the Future*:** Develop a conceptual office space model(s) designed to: support the work and/or activities of employees; encourage employee collaboration; increase the amount of

available work space within existing space resources; and, improve the health of the workplace environment for employees.

- III.3.7 Implement a Protocol to Assess Proposed Board Priorities:** The Executive Officer of the Board shall implement and manage a process for vetting and providing recommendations to the Board regarding proposed new Board Priorities.
- III.3.8 Develop an Early Warning Tool:** Develop and test a tool that can help assess the likelihood that a department will experience severe operational and/or administrative challenges negatively impacting service delivery or substantially impeding the Department's ability to meet its mission.
- III.3.9 Enhance County's Fiscal Strength Through Long Term Planning:** Develop and implement a plan to address the County's long term unfunded liabilities.

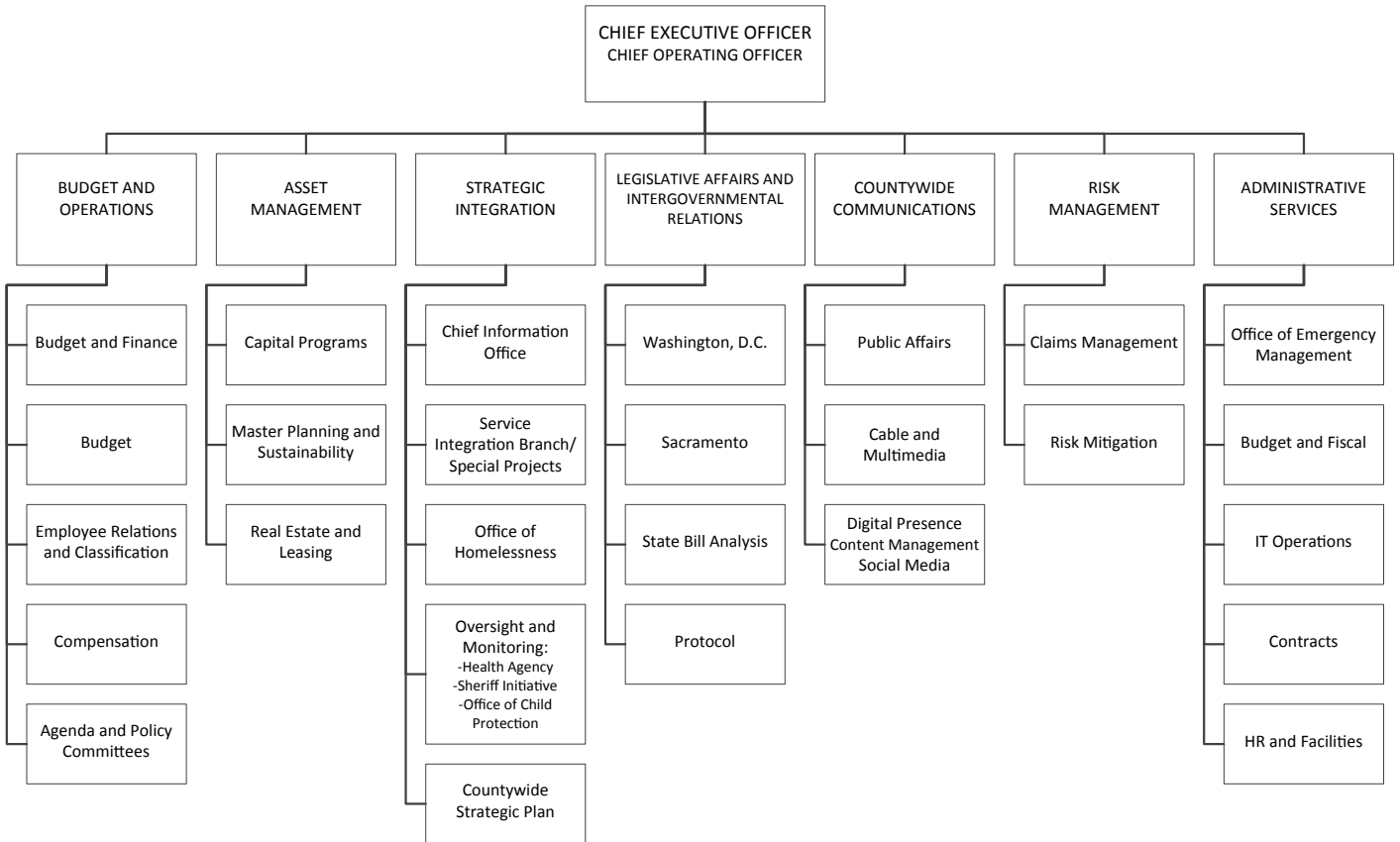
Issue Statement: The County of Los Angeles must remain accountable and ensure the public's trust through transparency, public participation and openly sharing information with its residents.

Strategy III.4 - Engage and Share Information with Our Customers, Communities and Partners

Push data and information to internal and external customers, communities, and partners to enable informed decision making and to support partnerships.

- III.4.1 Solicit Ongoing Customer Feedback:** Each department shall regularly solicit customer feedback (from internal and external customers) regarding the customer's experience when accessing and/or receiving services.
- III.4.2 Share and Publish More Data:** Increase the amount of data regularly published on the County's *Open Data Portal*, to support information sharing and public policy research.

CEO ORGANIZATION



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We...

- Provide mental health services to more than 260,000 people with mental illness, and make nearly 20,000 field visits in collaboration with law enforcement.
- Are the conservator to 3,300 persons who have mental illness or are frail elderly adults.
- Care for over 18,000 inmates each day at seven county jails.
- Provide child support services to more than 289,000 children monthly, collecting more than \$452 million in child support payments annually.
- Provided grants to 86 theaters, 12 museums, 29 orchestras, five festivals, and 30 dance companies for 2009-10, and produced and broadcast the free Holiday Celebration at the Music Center, highlights of which were aired a total of 1039 times on 279 PBS stations across the nation in 2010.
- Responded to 71,600 telephone inquiries for planning, zoning and subdivision information.
- Investigated 9,148 reports of zoning code violations in the unincorporated areas of Los Angeles County.
- Conducted 1,052 discretionary land use permit inspections in unincorporated Los Angeles County to ensure regulatory compliance.
- Develop a trillion-dollar property assessment roll, the largest in the nation, which includes 2.6 million home and commercial parcels.



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Board of Supervisors

Hilda Solis
First District

Mark Ridley-Thomas
Second District

Sheila Kuehl
Third District

Janice Hahn
Fourth District

Kathryn Barger
Fifth District

Public Affairs
Chief Executive Office
County of Los Angeles, Room 358
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2016



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Quick Facts:

About
County
of Los Angeles
Services

We...

- Circulate more than 16 million books and materials through our 86 libraries and four bookmobiles.
- Answer more than 10 million questions annually at our libraries.
- Inspected 65,577 gas and diesel pumps and 35,031 scales in 2009 to ensure their accuracy.
- Welcome more than 21 million persons each year to county parks and facilities and have 19 public golf courses.
- Maintain and operate 25 miles of public beaches and the largest, man-made harbor in the country.
- Responded to 302,960 emergency calls in 2009, including 8,242 fires and 12,686 ocean and boat rescues.
- Conducted 29,915 fire prevention inspections in 2009.
- Provided 775,726 immunizations in 2010 to protect residents against everything from diphtheria to polio.
- Provided 165,322 environmental health inspections, including 55,544 inspections of restaurants and 15,093 inspections of food markets.
- Provide healthcare services to approximately 690,000 persons annually, including nearly 270,000 emergency and trauma visits.
- Coordinated 570,000 emergency medical "911" responses in 2009 through the Emergency Medical Services (EMS) Agency.
- Placed or returned to owners 30,485 animals in 2010, and responded to more than 107,300 calls for animal control assistance.

We...

- Operate one of the largest flood control systems in the world, including 14 major dams, 2,834 miles of underground storm drains, more than 80,000 catch basins, and 487 miles of open channel.
- Maintain more than 3,218 miles of major roads and local streets in unincorporated areas and 1,014 miles in 16 contract cities.
- Own and administer five general aviation airports.
- Issue an average of 40,000 building permits annually at a construction valuation of over \$1.5 billion. This is in conjunction with providing plan review for more than 11,000 projects and an average of 250,000 building inspections to verify compliant construction and safe habitation of buildings.
- Issued 308,129 copies of birth certificates, 39,248 copies of death certificates and 135,137 copies of marriage certificates. We receive more than 1,300 requests daily for certified copies of birth, death and marriage certificates.
- Issued 52,079 marriage licenses and performed 11,177 marriage ceremonies.
- Maintain more than 206 million deeds, mortgages, liens and other real estate records.
- Investigate more than 69,000 cases of suspected child abuse and neglect annually, involving approximately 150,000 children.
- Handle the adoptions of more than 1,550 children each year and complete assessments for more than 300 independent adoptions and over 265 stepparent adoptions.
- Supervise 32,300 children monthly, approximately 15,800 are in out-of-home-care.

We...

- Serve 2,514,994 million meals to the elderly annually, including 1,046,144 to persons who are homebound.
- Assist an average of 2,500 CalWORKs and GROW domestic violence victims on a monthly basis in 40 DPSS-contracted Domestic Violence agencies, out of which, 26 are Domestic Violence shelters.
- During Fiscal Year 2009-10, and as a result of the American Recovery and Reinvestment Act (ARRRA), we assisted 6,185 youth attain summer employment. An additional 6,100 youth received summer jobs through the Emergency Contingency Fund (ECF) Summer Youth Program during 2010-2011. Additionally, we provided basic skills training and employment opportunities to over 2,443 youth in our Workforce Investment Act (WIA) program.
- Resolved 6,800 dispute resolution cases in 2009.
- Investigated 28,779 senior and dependent adult abuse cases in 2009.
- Provide in-home supportive services to approximately 184,161 aged, blind and disabled persons per month.
- Provide cash assistance to approximately 536,000 individuals per month including welfare recipients, refugees, and immigrants.
- Offer employment-related services to approximately 112,000 welfare recipients per month.
- Provide Medi-Cal coverage to approximately 2.2 million adults and children each month.
- Provide food benefits to 444,205 families and individuals each month with a total of approximately 968,200 adults and children receiving these benefits.



A Brief Guide to County-Related Bodies Addressing Children's Issues in Los Angeles County

Los Angeles County encompasses over 4,000 square miles, includes 88 incorporated cities, and is home to over 10 million people. The Los Angeles County Office of Education reports that 90 different languages are spoken by students enrolled in the 80 K-12 school districts within the County. Families living in Los Angeles County cover the spectrum from the wealthiest and the poorest in the country.

The size, density and diversity of the County tend to complicate how services are developed and accessed by families. As a result, a number of County-related committees and commissions have evolved to address both service specific and service integration issues. The following information offers the reader a very brief description of groups that are currently working on children's issues.

Child Care Planning Committee (Planning Committee)

Enabling Authority: State legislation AB 2141 (Chapter 1187, Approved July 9, 1991), adopted in 1991 and AB 1542 (Chapter 290, Approved August 11, 1997) adopted in 1997.

Established: June 1991

Membership: Per the California Education Code Section, the 50 members are appointed by the Board of Supervisors and the County Superintendent of Schools, and represent five categories: child care consumers; child care providers; community representatives; public agency representatives; and discretionary. Each category accounts for 20 percent of the membership.

Focus: The Planning Committee implements the mandates described in the California Education Code and works closely with the California Department of Education, Early Education and Support Division (CDE/EESD) on issues related to early care and education services funded by the CDE. Mandates include:

- Conduct a countywide child care needs assessment every five years, addressing early care and education services for children birth through 12 years of age;
- Develop a countywide plan to meet identified needs; and
- Identify service gaps for subsidized early care and education services.

Contact: Michele Sartell
Child Care Planning Coordinator
Office for the Advancement of Early Care and Education

Telephone: (213) 974- 5187

E-mail: msartell@ceo.lacounty.gov

Website: www.childcare.lacounty.gov

Commission for Children and Families

Enabling Authority: County Ordinance

Established: May 1984

Membership: The Commission consists of 15 persons, three appointed by each member of the Board of Supervisors. Members have knowledge and experience in the area of children's services.

Focus: The Commission for Children and Families reviews all programs administered by County departments that provide services to children at risk, receives input from persons and community groups related to County administered services, and makes recommendations to the Board of Supervisors and County departments.

Contact: Tamara Hunter, Executive Director

Telephone: (213) 974-1558

E-mail: thunter@bos.lacounty.gov

Website: <http://ccf.lacounty.gov>

Education Coordinating Council (ECC)

Enabling Authority: Action of the Board of Supervisors

Established: November 2004

Membership: Twenty-four members drawn from school districts, County departments, juvenile court, city and County commissions, advocacy groups, community agencies, and youth and their caregivers.

Focus: To raise the educational achievement of foster and probation youth throughout Los Angeles County to equal that of other youth.

Contact: Stephanie Gluckman

Telephone: (213) 974- 5950

E-mail: sgluckman@ocp.lacounty.gov

Website: www.educationcoordinatingcouncil.org

First 5 LA Commission

Enabling Authority: Proposition 10, which was approved by California voters in November 1998

Established: December 1998

Membership: Thirteen members are appointed by the Board of Supervisors, including the Directors of the Departments of Children and Family Services, Public Health and Mental Health, an expert on early childhood education, and five members, each nominated by a member of the Board of Supervisors. Ex officio members include representatives of the Commission for Children and Family Services, the Los Angeles County Office of Education, the Interagency Council on Child Abuse and Neglect, and the Policy Roundtable for Child Care and Development. The Chair of the Board of Supervisors or the Chair's appointee serves as the Commission Chair.

Focus: The First 5 LA Commission has embraced a more intensive approach by increasing its emphasis on systems change, collaboration and public policy. This transition supports the organization's goal of maximizing positive outcomes for children prenatal to age 5.

Contact: Kim Belshé, Executive Director
Telephone: (213) 482-5902
E-mail: kbelshe@first5la.org
Web: www.first5la.org

Inter-Agency Council on Child Abuse and Neglect (ICAN)

Enabling Authority: County Ordinance

Established: 1977

Membership: ICAN membership includes 32 County, City, State and Federal agency heads, five private members appointed by the Board of Supervisors, and a representative from UCLA.

Focus: ICAN is dedicated to improving the lives of abused, neglected, and at-risk children through multi-disciplinary efforts that support the identification, prevention, and treatment of child abuse and neglect. ICAN provides advocacy at the County, State and Federal levels.

Contact: Deanne Tilton, Executive Director
Telephone: (626) 455-4585
Web: www.ican4kids.org
E-mail: admin@ican4kids.org

LAUP

Enabling Authority: Action by the First 5 LA Commission

Established: September 2004

LAUP Board of Directors: The 14 members lend expertise representative of business, labor law, communications and marketing, higher education, nonprofit management, early care and education, and research.

Focus: Guided by research, LAUP works to improve the quality of early learning programs; to strengthen the engagement between the parents of young children and their teachers and caregivers; and to advance public policies that invest in the future of America by putting children first.

Contact: Scott Hippert, Chief Executive Officer
Telephone: (213) 416-1222
E-mail: SHippert@laup.net
Web: www.laup.net

Policy Roundtable for Child Care and Development (Roundtable)

Enabling Authority: County Ordinance

Established: March 2000

Membership: The 25 members are appointed by the Board of Supervisors and represent a variety of backgrounds such as business, education, early childhood, research, and economics.

Focus: The Roundtable is charged with reviewing and developing policies that affect the supply, affordability and quality of local child care and development services for the purpose of advising the Board of Supervisors.

Contact: Gevik Shahverdian, Interim Staff
Service Integration Branch/CEO
Telephone: (213) 974-1334
E-mail: gshahverdian@ceo.lacounty.gov
Web: www.childcare.lacounty.gov

