

Wednesday, September 5, 2018 • 12:00 – 2:00 p.m.

Los Angeles County Office of Education (LACOE)
 Head Start-State Preschool Conference Center
 10100 Pioneer Boulevard, Conference Room 110
 Santa Fe Springs, CA 90670

AGENDA

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| 1.
noon | Welcome and Introductions
▪ Opening Statement and Comments by the Chair | Nellie Ríos-Parra, Chair |
| 2.
12:10 | Approval of Minutes
▪ June 6, 2018 | Action Item
Julie Taren, Vice Chair |
| 3.
12:15 | Public Policy
▪ Approval of Public Policy Platform – First Year of 2019-20
Legislative Session | Action Item
Michele Sartell, Staff |
| 4.
12:25 | Local Child Care and Development Planning Council
 Programs – Summary of Self Evaluation Findings | Action Item
La Tanga Hardy and Ancelma Sanchez, Co-chairs,
Governance Work Group |
| 5.
12:30 | Child Care Planning Committee Policies and Procedures
▪ Review and Proposed Changes | Action Item
La Tanga Hardy and Ancelma Sanchez |
| 6.
12:40 | Office for the Advancement of Early Care and Education: A
 Status Update and Welcome to the Department of Public
 Health – Maternal, Child and Adolescent Health Division | Robert Gilchick, M.D. |
| 7.
12:50 | Setting the Stage for Developing the 2019-24 Strategic Plan
▪ An Opportunity for Envisioning the Future of ECE | Maura Harrington, Consultant |
| 8.
1:45 | Announcements and Public Comment | Julie Taren |
| 9. | Call to Adjourn | Nellie Ríos-Parra |

Next Meeting – Strategic Planning Retreat

Wednesday, October 3, 2018 • 11:00 – 3:00 p.m.
 Los Angeles County Office of Education (LACOE)
 Head Start-State Preschool Conference Center
 10100 Pioneer Boulevard, Conference Room 110
 Santa Fe Springs, CA 90670

MISSION STATEMENT

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

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Meeting Minutes – June 6, 2018

Members in Attendance (29)				
Parents	ECE Program	Community Agency	Public Agencies	Discretionary
Alejandra Berrio	Lindsey Evans	Edilma Cavazos	Martha Borquez for Renae Amezcua	Toni Isaacs
Mona Franco	La Tanga Gail Hardy	Ritu Mahajan	Alicia Rivas	Kelly O'Connell <i>1st Supervisorial District</i>
Tara Henriquez	Aolelani Lutu	Cyndi McAuley	Jenny Trickey	Dianne Philibosian <i>5th Supervisorial District</i>
Kevin Dieterle for Mabel Muñoz	Valerie Marquez	Melissa Noriega		Michael Shannon
Nellie Ríos-Parra	JoAnn Shalhoub-Mejia	Joyce Robinson		Sarah Soriano <i>4th Supervisorial District</i>
Ernesto Saldaña		Ancelma Sanchez		Fiona Stewart
Andrea Sulsona				Julie Taren <i>3rd Supervisorial District</i>
				Veronica Torres

Guests and Alternates: Christina Acosta – Child Care Alliance of Los Angeles, Alejandra Albarran Moses – Long Beach Department of Health and Human Services, Nina Buthee – California Child Development Administrators Association, Jessica Chang – WeeCare, Sally Durbin – Teaching At The Beginning Inc., Jan Fish – CSUN & PEACH, Terry Johnson – Mexican American Opportunity Foundation, Whitney Leathers – Alternate for Sarah Soriano, Kevin Lee – California Food Policy Advocates, Sarah Anais Mejia, Helen O'Connor – Los Angeles County Department of Public Health/Maternal, Child and Adolescent Health Division, Zoraya Ordonez – Alternate for Alejandra Berrio, Roders Shalehvabdyn – Los Angeles County Department of Public Social Services, and Beatriz Sosa-Prado – California Food Policy Advocates

Staff: Michele Sartell

I. Welcome and Introductions

Nellie Ríos-Parra, Chair, opened the Child Care Planning Committee (Planning Committee) meeting at 12:10 p.m. She welcomed members and guests after reading the opening statement and asked Julie Taren to read the mission statement.

Nellie noted that the June meeting would be the last of the fiscal year (FY) with a reminder that the Planning Committee would not meet in the months of July and August. She announced that a consultant would be on board soon and ready by our September meeting to provide guidance with the strategic planning process, thanks to the generous gift of First 5 LA. The consultant also will be working with the Policy Roundtable for Child Care and Development (Roundtable) on their plan as well as the Office for the Advancement of Early Care and Education as they transition from the Chief Executive Office to the Department of Public Health, Maternal, Child and Adolescent Health Division. As such, we are provided with a unique opportunity to learn from each other and to work towards a common goal of promoting optimal development for all young children in Los Angeles County. The leadership team from the Planning Committee will work collaboratively with the Roundtable, the Office

and our new DPH partners over the summer months to prepare for the launch of our strategic planning efforts.

Next, Nellie referred to the meeting packets for a few items of interest. She asked members and guests to complete the “checking in” forms. Comments are taken seriously and used to guide efforts in the coming year. This year in particular, thoughts and expectations for the work going forward in collaboration with the Roundtable and under the new umbrella of Public Health were invited. Also in the packets was a preliminary report on the outcomes of the Voluntary, Temporary Transfer of Funds. The report is based on participating programs with anticipated under- or over-earnings in their contracts with the California Department of Education (CDE) for this current fiscal year. Requests are now with the CDE to make the final determinations on the transfers of funds.

Michele Sartell, staff to the Planning Committee, commented very briefly on the Local Child Care and Development Planning Council (LPC) position papers included in the meeting packets. The California Child Care Coordinators Association has prepared a position paper urging the restoration of funds with a COLA (cost of living adjustment) for the LPCs; budgets were slashed in half in FY 2010-11 by then Governor Schwarzenegger. The proposal also includes a structure for distributing the funds equitably to counties across the state based on the overall number of children birth to 12 years old in each county and offers regional approaches for smaller counties. The position paper has been shared with Sarah Neville-Morgan, Cecelia Fisher-Dahms and Liz Golchert of CDE/Early Education and Support Division (EESD). Sarah briefly responded by noting that they are considering Quality Counts California as the umbrella for determining how they allocate quality dollars going forward to address systems change. In addition, they are looking at regional approaches and block granting rather than issuing distinct contracts for various activities.

II. Approval of Minutes

Tara Henriquez, Vice Chair, reviewed the minutes from May 2, 2018 and asked for a motion to approve. Dianne Philibosian made the motion to approve the minutes; the motion was seconded by Edilma Cavazos. Julie Taren made a correction to her announcement regarding early bird registration for the 3rd Annual Vivian Weinstein Leadership Day. The motion on the minutes as corrected passed with abstentions from Kevin Dieterle, La Tanga Gail Hardy, and Toni Isaacs.

III. Child Care Planning Committee Membership for FY 2018-19

La Tanga Gail Hardy and Ancelma (Selma) Sanchez, Co-chairs of the Governance Work Group, presented the proposed Planning Committee Membership Slate for FY 2018-19. Toni Isaacs made the motion to approve the slate; the motion was seconded by Sarah Soriano. The slate was unanimously approved.

La Tanga and Selma next presented the Governance Work Group’s nomination of Julie Taren as Vice Chair of the Planning Committee and then invited nominations from the floor. No additional nominations were offered. Jenny Trickey made the motion to approve Julie as the Vice Chair; the motion was seconded by Sarah Soriano. The motion passed unanimously.

Tara was thanked for her elegant leadership as Vice Chair over the past year. Tara was noted for keeping the Planning Committee on track and gently steering many conversations. Tara is now actively involved with the City of Pasadena as the Interim Director for the Office of the Young Child in addition to her other commitments as a consultant and her role as a parent. Tara will continue serving on the Planning Committee as a parent representative.

La Tanga and Selma congratulated Julie and asked her to comment. Julie thanked the membership for their confidence in her leadership abilities and stated that she is eager to contribute to the strategic planning process.

IV. Development of the CTC Draft Performance Expectations (TPEs and APEs), Program Guidelines: CTC Stakeholder Surveys to be Completed

Toni Isaacs – Planning Committee member and Program Director of Partnerships for Education, Articulation and Coordination through Higher Education (PEACH) – briefly commented that work is underway to review and update the child development permit structure as directed by Senate Bill (SB) 858 (Chapter 32, Approved: 2014). She added that PEACH as well as other early care and education stakeholders have been closely monitoring the work of the panel convened to craft the revision and shaping their responses and guidance to the panel based on input from the PEACH membership and others. She then introduced Nina Buthee, Executive Director of the California Child Development Administrators Association (CCDAA), and Dr. Jan Fish of California State University Northridge and the PEACH Co-Lead Consultant invited to walk meeting participants through complicated process and solicit their feedback.

Nina, referring to the PowerPoint, provided the historical context for the Child Development Permit Matrix in California, one of the first states to adopt one in 1961. It was last reviewed and revised in 1990 and continues to be used in its current format today. The matrix establishes early educator requirements for various levels of work – Assistant, Associate Teacher Permit, Teacher, Master Teacher Permit, Site Supervisor and Program Director Permit – performed in a CDE-contracted center serving children of low-income families. Nina then presented the work plan for reviewing and drafting guidelines for preparers of the early care and education workforce and the processes for soliciting stakeholder input through a series of surveys and other means. The process also includes identifying volunteer programs to pilot the performance expectations and the program guidelines.

Next, Nina and Jan went over the teaching performance expectations (TPEs) and the administrator performance expectations (APEs), the structure for the TPEs and APEs, and their intended alignment with the K-12 system. They also discussed the timeframe for the work leading to the draft TPEs and APEs and the augmentation of the work by the TWB8 (Transforming the Workforce: Birth through Age 8) Team as the advisory workgroup, comprised of the state's higher education work group as well as representatives of the CDE/EESD, First 5 CA, CCDAA, CD Permit Advisory Panel and California Community College Early Childhood Educators (CCCECE). Opportunities for stakeholder input are ongoing with the final feedback collection to occur in May/June 2019. The final draft of the performance expectations and program guideless are slated for review by the California Commission on Teacher Credentialing in the summer of 2019.

V. Breakout Conversations

Toni thanked Jan and Nina for their presentation and then directed meeting participants to their packets for a list of guiding questions. She instructed the meeting participants to address the questions as a group at their tables. Someone from each group was identified to record the comments, which were collected at the end of the meeting and shared with Nina and Jan to inform their ongoing efforts to represent stakeholder input.

(The notes from the breakouts compiled into a single document are attached to these minutes as reference materials only.)

Comments and questions put forth by the meeting participants suggested a disconnect between the work of the panel and the reality of the field of early care and education. In addition, meeting participants are concerned about the apparent lack of building upon existing works including the foundations and the early care and education competencies. The early care and education system was recognized as complicated, however there is work underway to pull it together through such efforts as the quality rating and improvement system. Nina and Jan responded to some of the comments by noting that CTC is more of a K-12 credentialing body and adding that there is only one early care and education representative on the panel. Moreover, financing is not within their purview, which misses the broader question of impact on the field if no resources are attached to build it. As respondents to the survey weigh in, it would be important to elevate funding as an issue, even as appreciative of the effort to professionalize the field.

VI. Announcements and Public Comment

- The Infant Development Association of California is hosting the 3rd Annual Vivian Weinstein Leadership Day on Tuesday, June 19, 2018 at The California Endowment. The theme of the day will be “Best Practices in Home Visitation”. For more information, visit <http://www.idaofcal.org/events-southern-california-chapter>; a small number of spaces are still available.
- Nellie presented the proposed logos for the ratings associated with the quality rating and improvement system, asking members to vote for their favorite to be shared with the QRIS Architects.

VII. Adjournment

<i>The meeting was adjourned at 2:00 p.m.</i>



PUBLIC POLICY PLATFORM
First Year of 2019-20 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 First Year of the 2019-20 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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**Mail this form to the LPC Consultant by
November 15 of each year to:**
Early Education and Support Division
California Department of Education
1430 N Street, Suite 3410
Sacramento, CA 95814-5901

**LOCAL CHILD CARE AND DEVELOPMENT PLANNING COUNCIL PROGRAMS
SUMMARY OF SELF EVALUATION FINDINGS**

Agency: Board of Supervisors of Los Angeles County Vendor Number: CLPC-7019

Agency Representative: Michele P. Sartell Title: Child Care Planning Coordinator
Telephone Number: 213.639.6239

Dates Reviewed: September 5, 2018

Compliance Items	KEY DIMENSIONS FROM CALIFORNIA <i>Education Code (EC)</i>	Compliant	Non compliant
1. <i>EC</i> Section 8279.3 and 8499.5(b)	Involvement in Local Priority Setting Process Parents, staff, Board of Supervisors, County Superintendent of Schools, LPC members, and the public at large participate in reviewing and evaluating core data elements and determine local priority areas of unmet child care and development services for all children.	X	
2. <i>EC</i> Section 8499.5	Governance and Administration Policies, needs assessments, comprehensive child care and development plans, and administration of LPC categorical programs meet statutory requirements.	X	
3. <i>EC</i> Section 8499.5	Funding Allocation and use of funds meet statutory requirements for allowable expenditures.	X	
4. <i>EC</i> Section 8499.3	Standards, Assessment, and Accountability Categorical LPC programs meet state standards for membership certification.	X	
5. <i>EC</i> Section 8499.3(f),(g)	Staffing and Professional Development Staff members and LPC members are recruited, trained, assigned tasks, and assisted to ensure the effectiveness of the program.	X	

Compliance Items	KEY DIMENSIONS FROM CALIFORNIA EC	Compliant	Non Compliant
6. EC Section 8499.5 (3)	Opportunity and Equal Educational Access All participants have equitable access to all programs provided by the LPC, as required by law.	X	
7. EC Section 8499.5 (4),(5),(6),(7), (8)	Collaboration Activities LPCs coordinate and collaborate with multiple partners to mobilize public and private resources to meet the identified local child care and development needs in their local communities.	X	

FINDINGS OF NONCOMPLIANCE

(Attach additional pages as necessary to note all noncompliance findings)

Item	Noncompliance Findings



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.). Effective FY 2019-20, the alternate must represent the same category as the member. 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's attendance at a meeting, 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, effective FY 2019-20 the individual designated as the member's alternate will continue to serve in this capacity through the end of the year.

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 for the Advancement of Early Care and Education, 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
Updated:	September 5, 2018

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OAECE Project

(Supported by First 5 LA)

August 2018 – May 2019

I. Consulting Team Intro

II. Project Overview: Strategic Planning Project

1. Reflection, Review and Recommendations related to integration
2. Strategic Plan for CCPC
3. Strategic Plan for PRCC

III. Process and Timeline

A. Convening of Strategic Plan Task Force

- Direction and oversight
- Architects of the plans

B. Discovery and Preparation for Planning

- Introduction/launch meetings
 - September 5, 2018
 - September 12, 2018
- Background
- Data collection (discussions, interviews)

C. Review of OAECE and Integration

- Background
- Data collection (discussions, interviews)

D. Strategy Retreats: Visioning, SWOT and Priority Setting

- October 3, 2018
- October 10, 2018

E. Plan Development

- Task Force Meetings
- Preparation of the drafts
- Review by CCPC and PRCC
- Finalization of plans

IV. Discussion



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213 687-7159 FAX
cnmsocal.org

OAECE Strategic Planning Facilitation Team Bios

Maura Harrington, Ph.D., MBA, Senior Vice President

Dr. Harrington is widely recognized for her expertise in all aspects of organizational development, with a focus on strategic planning and evaluation. At CNM, she oversees the consulting and training services to a broad range of organizations in the nonprofit as well as in the public and private sectors. Much of her consulting work over the past 25 years has been with community-based organizations and public agency departments related to social services, mental health and health services, and has focused on effective organizational operations and development, multi-agency strategic planning, and evaluation planning and implementation.

Dr. Harrington has a Ph.D. in Organizational Behavior from the Claremont Graduate School, an MBA from the Peter Drucker Graduate Management Center and a BS in Psychology from Georgetown University. She served on the City of Pasadena Human Services Commission for 10 years and the Data Analysis and Technical Assistance Committee of the Children's Planning Council and on various advisory groups for First 5 LA. She is a certified BoardSource Trainer, a certified Advanced Associate and Master Trainer for the Connective Leadership Institute and has completed certification as an executive coach.

Laura Valles, MSW, CCC is an impact-oriented consultant dedicated to advancing community and social transformation. Laura is deeply committed to improving the lives of children, families, and communities and established Laura Valles & Associates, Inc. (LVA) in 2007 in order to partner with people and organizations that share similar values. Laura's experience and expertise includes community and organizational development, strategic planning, facilitation, coaching, and training. LVA's focus areas include community building, early care and education, community building, child welfare, civic engagement, health, environmental justice, and mental health.

Laura is also the managing partner of Soluna Group, a consulting firm dedicated to working with community groups, nonprofits, philanthropic organizations, and government agencies to build strong communities, healthy families, and thriving children through an intersectional equity approach. Laura holds an undergraduate degree from UC Berkeley and a Master's in Social Work from San Jose State University. She is fully bilingual and bicultural in English and Spanish.

Christine Newkirk, MA, Senior Project Manager

Christine is an applied anthropologist who brings to CNM more than 10 years of experience in public health and education program management, evaluation, and

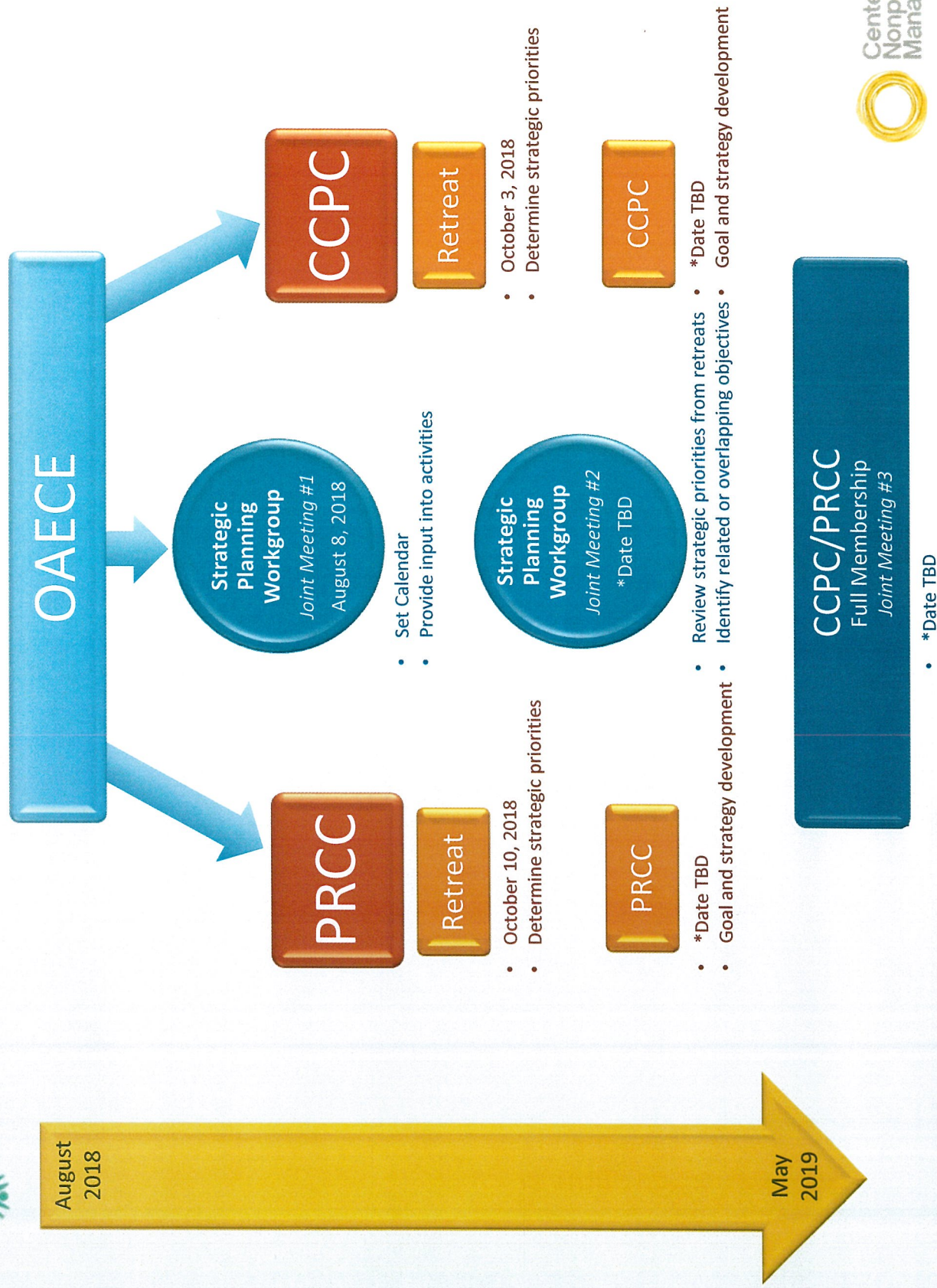
research. Her work has focused on community engagement and participation using her areas of expertise which include the social and economic determinants of health disparity in metropolitan areas of the United States and Latin America. At CNM, she manages research and evaluation project design, implementation, and reporting. Prior to joining CNM, Christine worked for the Center for Healthy Communities at UC Riverside developing recommendations for holistic and culturally responsive public health interventions for farmworkers in the Eastern Coachella Valley. She was also the Director of a college access program for first generation college students in Central Los Angeles. Her dual background in nonprofit program management and evaluation technical assistance gives her the ability to engage with and understand the goals of a variety of stakeholders. Christine holds an M.A. in International Affairs from the New School University in New York, an M.A. in Cultural Anthropology from the University of Alabama, and a B.A. in Anthropology and Biology from Grinnell College in Iowa.

Gigi Nang, Project Manager

More than 20 years of experience in organizational administration and project management in the full range of sectors is what makes Gigi a resourceful and reliable administrative professional. At CNM, Gigi provides support for the consulting department and to the COO. She also fields and responds to project requests and supports organizational development and research projects. Prior to joining CNM, she was an office manager for an international technology corporation. Gigi is a trained executive coach and an Advanced Certified Associate with the Connective Leadership Institute. She is multi-lingual in Tagalog and Fukienese (Chinese Dialect) and holds a B.S. in Business Economics from the University of Santa Tomas in the Philippines. Gigi believes in lifelong learning and continues to grow through participation in professional leadership development.

Jacqueline Carrillo, Administrative Assistant

Jacqueline brings efficiency to the organization. She coordinates logistics and organizes administrative tasks and supports data collection for the CNM Project Team. Prior to CNM, Jacqueline was actively involved in voter outreach and advocacy as a Field Organizer for the Colorado Democratic Party and the Iowa United Nations Association. She holds a B.A. in International Studies, certificate in Latin American Studies, and a minor in Spanish from The University of Iowa.



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CHECKING IN – MEMBERS/ALTERNATES

How are we doing? How could we do better?

Total respondents: 17

Please rate each item on a scale of 1 to 5 – “1” indicates strong disagreement with the statement and “5” indicates strong agreement .		Rating			
		2	3	4	5
1.	I understand my responsibilities as a member or alternate of the Child Care Planning Committee (Planning Committee). Comments: <ul style="list-style-type: none"> As an alternate, I feel like all I am doing is obtaining information and providing it to the member. Very clear. The orientation at the beginning of the year is important for all members. 		3	3	11
2.	I understand the Planning Committee’s mission and its obligations as a County Local Planning Child Care and Development Council. Comments: <ul style="list-style-type: none"> Is there an annual orientation? Michele does a great job of informing us. Excellent that it is stated on every agenda. Opening statement is a valuable reminder. 		2	1	14
3.	The Planning Committee’s structure is clear, including officers, work groups and staff. Comments: <ul style="list-style-type: none"> Sometimes not exactly sure who is responsible for what in the office. Unclear what the workgroups are expected to do in between meetings. Community Stakeholder Comments <ul style="list-style-type: none"> Actions take a longer time to execute. 		1	7	9
4.	The Planning Committee has clear goals that lead to relevant actions. Comments: <ul style="list-style-type: none"> Well documented and communicated. Actions unclear – is the goal to share info from meetings with our agency? What other actions can members do? 		2	6	9

Please rate each item on a scale of 1 to 5 – “1” indicates strong disagreement with the statement and “5” indicates strong agreement .		Rating			
		2	3	4	5
5.	The Planning Committee focuses on appropriate issues. Community Stakeholder Comments: <ul style="list-style-type: none"> Locations for meetings are a bit far. 			4	13
6.	Planning Committee meetings are worthwhile and well attended. Comments: <ul style="list-style-type: none"> Always well attended with lots of info! Yes, but so many acronyms thrown out. 			8	9
7.	Members and alternates are provided with appropriate materials in a timely manner, allowing for informed decision-making at Planning Committee meetings. Comments: <ul style="list-style-type: none"> Excellent access to materials. 			1	16
8.	The Planning Committee meeting format is effective. Comments: <ul style="list-style-type: none"> Sometimes jam-packed. Community Stakeholder Comments: <ul style="list-style-type: none"> We should also engage with private organizations. 			6	11
9.	The Planning Committee is effectively utilizing my skills for addressing the overall infrastructure. Comments: None		2	9	5
10.	Other issues we should be aware of: <ul style="list-style-type: none"> Continue integrating with county planning. Systems integration There should be ongoing public agencies as part of the membership: <ul style="list-style-type: none"> LACOE, DPH, First 5 LA, LAUSD & others as such. Community Stakeholder Comments: <ul style="list-style-type: none"> How to incorporate private organizations. Thank you for your work on behalf of children. 				



COUNTY OF LOS ANGELES



POLICY • PLANNING • PRACTICE

VOLUNTARY, TEMPORARY TRANSFER OF FUNDS (VTTF)

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

Outcome Report – Spring 2018¹

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

Results for fiscal year 2017-18 are as follows:

- ✦ Nine organizations agreed to release an aggregated \$1.6 million from their California State Preschool Program (CSPP) contracts due to anticipated under-earnings.
- ✦ One organization volunteered to release slightly over \$200,000 from their Center-based (CCTR) contract due to anticipated under-earnings.
- ✦ Fourteen organizations volunteered to accept in the aggregate a total of \$4.8 million due to anticipated over-earnings (\$4.17 million CCTR and \$668,000 CSPP).
- ✦ Reasons for under-earnings varied: organizations reported delays in construction as well as licensing approvals to increase capacity to serve additional children, competition with transitional kindergarten and/or other preschool programs located in the same community, and a decrease in the number of preschool children of income eligible families in the local community. Most expect to fully earn their respective contracts in fiscal year 2018-19.

	California State Preschool Program (CSPP)	Center Based Child Care (CCTR)	Total Over- and Under-earnings
Over-earnings	\$668,000	\$4,172,811	\$4,840,811
Under-earnings	\$1,603,058	\$209,106	\$1,812,164
Variance	(\$935,058)	\$3,963,705	

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

¹ Calculations for under- and over-earning contracts are based on letters sent from CDE to participating organizations, granting and/or amending adjustments in contract amounts for the current fiscal year.