

Wednesday, September 4, 2019 • 12:00 p.m. – 2:00 p.m.
LACOE Head Start and Early Learning Division Conference Center
10100 Pioneer Boulevard, Conference Room 110
Santa Fe Springs, CA 90670

PROPOSED AGENDA

- | | | |
|-------|--|--|
| 1. | Welcome and Introductions | Julie Taren, Chair |
| 12:00 | <ul style="list-style-type: none"> Opening Statement and Comments by the Chair Theme for 2019-20 – “Lifting Up Leadership” | |
| 2. | Approval of Minutes | Action Item Ernesto Saldaña, Vice Chair |
| 12:10 | <ul style="list-style-type: none"> June 5, 2019 | |
| 3. | What’s Your Story? | Ernesto Saldaña |
| 12:15 | | |
| 4. | The Road Ahead | Debra Colman, Director |
| 12:30 | <ul style="list-style-type: none"> Welcome and Settling In Strategic Plan Review: Preparing for Approval and Next Steps | |
| 5. | Preparing for the Census 2020 | Alejandra Ramirez-Zarate |
| 12:50 | <ul style="list-style-type: none"> Context of the Political Climate and Why Important to Count | Political Voice at Advancement Project |
| 6. | Preparing for the Census 2020 | Tina Ochoa |
| 1:25 | <ul style="list-style-type: none"> Strategies and Tools for Helping Families with the Census | Families In Schools |
| 7. | Announcements and Public Comment | Ernesto Saldaña |
| 1:50 | | |
| 8. | Call to Adjourn | Julie Taren |
| 2:00 | | |

Next Meeting

Wednesday, October 2, 2019 • 12:00 – 2:00 p.m.
Pacific Oaks College
45 Eureka Street, Classrooms 7,8 and 9
Pasadena, CA 91103

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.

This page intentionally blank.

Meeting Minutes – June 5, 2019

Members in Attendance (23)				
Parents	ECE Program	Community Agency	Public Agencies	Discretionary
Nellie Ríos-Parra	Monica Barahona for Andrea Joseph	Norma Amezcua	Ranae Amezcuita	Christina Acosta
	Ricardo Rivera	Mallika Bhandarkar	Angela Gray	Toni Isaacs
	JoAnn Shalhoub-Mejia	Eli Pessar for Alex Himmel	Cyndie Allen for Laurel Parker	Kimberly Dobson-Garcia for Kelly O'Connell <i>1st Supervisorial District</i>
		Ritu Mahajan		Dianne Philibosian <i>5th Supervisorial District</i>
		Cyndi McAuley		Michael Shannon
		Joyce Robinson		Sarah Soriano <i>4th Supervisorial District</i>
		Ancelma Sanchez		Julie Taren <i>3rd Supervisorial District</i>
		Kathy Schreiner		Veronica Torres

Guests and Alternates: – Rocio Bach – Catholic Charities, Anne Blackstock-Bernstein – UCLA Center for Improving Child Care Quality, Avis Boyd – Child360, Rachel Champagne – Continuing Development, Inc., Cathy Coddington – Vital Research, Kimberly Cooper – Department of Public Health/MCAH/Help Me Grow, Eileen Friscia – Child Care Resource Center, Nora Garcia-Rosales – Department of Public Social Services, Tinatra Glaspie – Learning Care Group, Krystal Green, First 5 LA, Jessica Guerra – Child Care Alliance of Los Angeles, Maura Harrington, Strategic Planning Consultant, Nicole Lopez – Little Tokyo Service Center, Marcella McKnight – Alternate for Joyce Robinson, Ariana Oliva – Los Angeles Area Chamber of Commerce, Cristina Peña – First 5 LA, Patricia Reed Cunningham – Heavenly Vision, Cynthia Renteria – Child Care Resource Center, Edilma Serna – WestEd, Rodgers Shalehvakydun – Department of Public Social Services, Heather Shook – Public Counsel, Ruth Tiscareño – Department of Mental Health, Cecilia Urrea – Special Education Specialist, and Emma Watson – Advancement Project

Staff: Michele Sartell

1. Welcome and Introductions

Nellie Ríos-Parra, Chair, opened the Child Care Planning Committee (Planning Committee) meeting at 12:02 p.m. She welcomed members and guests and then read the opening statement. Ranae Amezcuita read the mission statement. Nellie next asked members, alternates and guests to make self-introductions.

Nellie noted that this was the final meeting of the year and her last day serving as chair. She turned the meeting over to Michele Sartell for an Office for the Advancement of Early Care and Education (OAECE) update. Michele announced that Debra Colman has been hired as the new director of the OAECE with a start date of June 25th. Debra is a senior program officer at First 5 LA with 20 years' experience in the early care and education field in Los Angeles. DPH leadership believes she will be an excellent director and members all will be inspired by her passion, energy, and enthusiasm.

2. Approval of Minutes

Julie Taren, Vice Chair, reviewed the minutes from May 1, 2019 and asked for a motion to approve. Norma Amezcua made the motion to approve the minutes; the motion was seconded by Sarah Soriano. The motion on the minutes passed with abstentions from Kimberly Dobson-Garcia, La Tanga Hardy and Cyndi McAuley.

3. Public Policy – 2019-20 State Budget Proposal and Status of Priority Legislation

Michele Sartell, staff to the Planning Committee and speaking on behalf of the Joint Committee on Legislation (Joint Committee), referred meeting participants to their meeting packets for a copy of the Public Policy Platform as approved by the Planning Committee and Roundtable at their respective May meetings. Next, she referred to the preliminary budget summary and the document with the matrix of items summarizing the items to be resolved by the Budget Conference Committee.

Governor Newsom released his revised budget proposal on May 15th, which included some modifications to his original proposals and a couple of new items. The May Revise does not address the need for early care and education services that would meet the needs of families with infants and toddlers nor attends to reimbursement rates or reimbursement system reform. Both the Assembly and Senate budget committees held hearings following the May Revise and prepared their proposed budget packages. The Assembly's budget package is the more generous of the two proposals while both houses would increase funding for the Alternative Payment and General Child Care programs, which could mean more infants and toddlers served. The Assembly sets forth funding to establish a single reimbursement system and proposes adding funding to the Emergency Child Care Bridge Fund for Children in Foster Care and the local child care and development planning councils.

The Budget Conference Committee began meeting, but to date has held all items. The County has prepared a letter supporting the Assembly package items.

With respect to legislation, May 31st was the last day for each house to pass bills introduced in that house. Bills prioritized by the Joint Committee are still active inclusive of those addressing increased funding for services targeted to infants and toddlers, reimbursement system reform, facilities grants, and augmentations to AB 212.

4. Child Care Planning Committee Membership for 2019-20

La Tanga Hardy and Ancelma (Selma) Sanchez, Co-chairs of the Governance Work Group, referred members to their meeting packets for the proposed membership slate listing the proposed members by category for Fiscal Year (FY) 2019-20 – parents/consumers, child care providers, community agencies, public agencies and discretionary. The second document, Certification Statement Regarding Membership, required by the California Department of Education once the membership has been shepherded through the approval processes including signatures of the County Superintendent of Schools and representative of the Board of Supervisors as well as the Planning Committee Chair also was included in the meeting materials and has the alternates associated with each member listed.

Kathy Schreiner made the motion to approve the membership slate for FY 2019-20; the motion was seconded by Veronica Torres. The motion passed unanimously.

Notices will be sent to new as well as returning members to welcome them to the Planning Committee and invite them to an orientation prior to the first meeting scheduled for September 4, 2019.

Next, La Tanga and Selma presented the Governance Work Group's nomination for Chair and Vice Chair after thanking Nellie for her two years as of service as Chair and Julie for stepping up last year as Vice Chair. The Governance Work Group nominated Julie Taren as the incoming Chair of the Planning Committee and Ernesto Saldaña as Vice Chair. Julie continues to demonstrate leadership, representing the Planning Committee on the smaller Strategic Planning Work Group. Ernesto has deep experience in leadership development and community engagement. Nominations were open to the floor; there were no nominations.

Joyce Robinson made the motion to elect Julie Taren as Chair and Ernesto Saldaña as Vice Chair for FY 2019-20; the motion was seconded by Cristina Acosta. The motion passed unanimously.

La Tanga and Selma offered their congratulations! La Tanga and Selma were thanked for their leadership on the Governance Work Group as both are stepping down as their term of service with the Planning Committee has expired.

5. Help Me Grow – LA

Nellie relayed that First 5 LA has been leading the effort to bring the national momentum for a Help Me Grow initiative to Los Angeles County. It recently partnered with the Department of Public Health to build upon stakeholder meetings held over several months to conceptualize how the initiative may work to serve the children and families of our county. She then introduced Cristina Jade Peña and Krystal Green of First 5 LA to provide a brief overview of Help Me Grow-LA (HMG) and explore what this could mean for families with children enrolled in early care and education programs.

Cristina directed meeting participants to the PowerPoint that began with an overview of First 5 LA's role as a funder, collaborator and advocate in its four areas of work outlined in the strategic plan for 2015-20. HMG fits within its health systems strategies with an investment focused on early identification and intervention facilitated by the adoption of developmental screenings. To date, children under the age of three are often overlooked for early identification, resulting in delayed connections between children and their families and the services designed to help put and keep them on track. Cristina discussed First 5 LA's HMG model and the implementation co-implementation approach. She emphasized that HMG is not a program; rather it is a systems-based framework that promotes collaboration at the community level.

Krystal presented the findings from the field pertaining to community and family engagement. Efforts are underway to explore the intersect of HMG with the quality rating and improvement system that would both address early care and education program ratings based on their implementation of developmental screenings and ensuring every child is on the road to success. Next, Krystal talked about the demonstration communities that involves key sectors inclusive of health, mental health, developmental disability, early care and education, community-based organizations, and school, districts and coinciding with the regional centers. First 5 LA is interested in supporting diverse partnerships to test strategies.

Meeting participants posed questions and shared their thoughts in response to the presentation. Currently, little thought has been offered regarding the role of higher education, however this could be a critical partner in capacity building of early educators. Also, of interest is how to find and access services; there will be a call line to guide the providers, however it was noted that the system ought to connect with services at the local level. In response to an additional question, more research is needed on how HMG is interacting with the national All Children Thrive Campaign.

6. Fair Workweek LA Initiative: Building a Coalition to Help Ease the Burden on Working Families

Ritu Mahajan introduced Heather Shook, the staff attorney with Public Counsel's Women and Girls' Rights Project and lead attorney for employment rights. More information on Heather's background was summarized in the speaker bios included in the meeting packets.

Heather described Fair Workweek LA as a coalition of labor, community groups, health and legal advocates, and retail workers advocating for fair scheduling practices on the city of Los Angeles. The coalition's concerns are current practices of unpredictable, last minute fluctuating workweeks that disrupt the lives of low-wage workers and their families. Consequently, their ability to access early care and education services is challenge, often compromising their children's safety and opportunities to participate in programs that promote optimal development.

The campaign is advocating for a local ordinance in Los Angeles that would provide workers with predictable work schedules and compensation for last minute schedule changes, among other issues. They are asking the early care and education sector to inform and support the coalition.

7. Strategic Planning Update

Maura Harrington, the strategic planning consultant, presented the strategic planning document that outlines the proposed narrative pieces, listed the two options each for the vision and mission statements, and contained the proposed strategies for each of the five priority areas: Lifting the OAECE as a Change Agent for Early Care and Education; Increasing Access; Enhancing Quality; Growing the Workforce; and Engaging Families and Communities. Each table was assigned a priority area for review with an opportunity to report highlights once reconvened. Maura invited meeting participants to submit their comments in writing from the breakouts to her at the end of the meeting and continue to submit input via e-mail until noon on Friday, June 21st. In addition, members were invited to cast their vote by placing a colored dot on their preferred mission and vision statements at the end of the meeting.

Comments from each of the breakouts are as follows (see Strategic Planning Workgroup Document for June 4, 2019 as reference):

Priority Area 1 – Comprehensive, addresses all strategies in establishing the role of the OAECE. It is suggested to replace the word “ombudsman” with another term such as “champion” or “centralized agent”.

Priority Area 2 –

2.4 Advocacy is addressed in 2.3; expand upon the facilities item to address new facilities, building, construction and best practices

2.5 Revise the language in 2.5 by expanding the age range to birth to five years old

2.6 This is a key component and may belong in Priority Area 1; data is a cross-cutting theme

Priority 3 – Suggest adding examples of stakeholders; change “parents” to “families; need a definition of families to include foster families, legal guardians, etc.

3.2 What does this item mean, i.e. developing to scale or adapting the model? And to what end, i.e. better child outcomes or presenting the documents?

Priority 4 –

4.1 Raises lots of questions suggesting that wording should clarify the intention, i.e. rating system, reimbursement

4.2 Language needs strengthening

- 4.3 Again, language needs strengthening – what is this item referencing?
- 4.5 Would be amazing if advocacy for compensation commensurate with education, experience and job duties occurs across all funding streams
- 4.7 Add an item to address marketing and showcasing the work

Priority 5 – Change “parents” to “families”

- 5.1 and 5.2 – Conduct a survey to determine the purpose and development strategy with family and community members
- 5.3 Should be the first strategy in this section
- 5.4 Integrate with 5.2
- 5.5 Hosting should occur when families are available, i.e. Saturdays

Additional suggestions included developing a glossary of terms and engaging community voices that are linguistically and culturally diverse.

8. With Gratitude: Final Notes for 2018-19

Leadership recognized members whose terms have ended with messages of gratitude. Special thoughts of appreciation were extended to members who have assumed leadership roles. Nellie shared a quote from Michael Josephson’s book, *The Best is Yet to Come* (2002), reminding everyone of their important work today and every day.

9. Announcements and Public Comment

- No meetings in July and August. The leadership team will be using the time for planning for FY 2019-20.
- Child360 will be conducting teacher institutes over the summer. For more information, call 213.416.1200.

10. Adjournment

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

This page intentionally blank.



Overview of the Office for Advancement of Early Care and Education

September 4, 2019

Debra Colman, MSW

Director, Office for Advancement of Early Care and Education



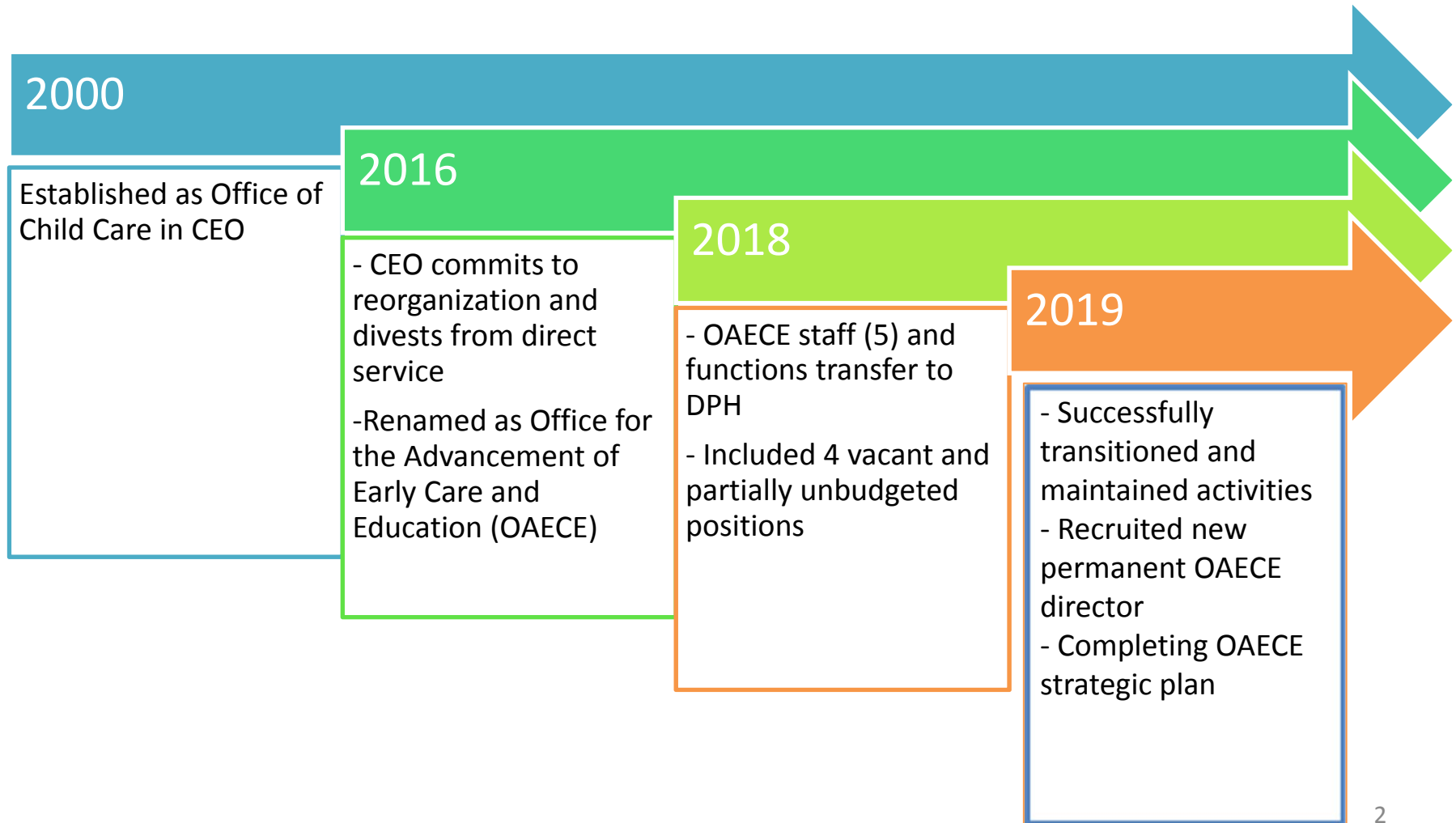
Goals for Today



- Enhance knowledge of the OAECE's history and its transition to the Department of Public Health
- Strengthen understanding of OAECE's current roles
- Share an update on the strategic plan and next steps



OAECE History and Transition



Perry Preschool Project participants at 40 years old compared to non-participants:

- **Housing:**
 - More stable dwelling arrangements and car ownership
- **Education:**
 - Higher high school graduation rates
- **Social Supports:**
 - Less use of social services
 - Fewer lifetime arrests
- **Family Income:**
 - Higher median income
- **Employment:**
 - Higher employment rates

SOCIAL DETERMINANTS OF HEALTH

The social determinants of health are the conditions in which we are born, we grow and age, and in which we live and work. The factors below impact on our health and wellbeing.



Childhood experiences



Housing



Education



Social support



Family income



Employment



Our communities



Access to health services

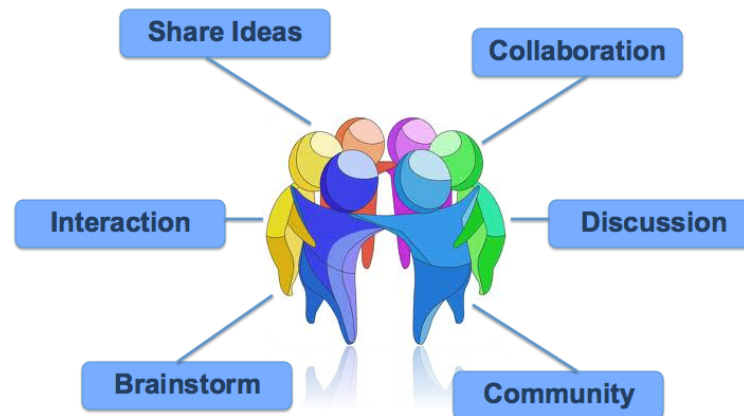
Source: NHS Health Scotland



- **Convener**
 - Child Care Planning Committee
 - Policy Roundtable for Child Care and Development
 - Joint Committee on Legislation
- **Workforce Development Supporter**
 - Investing in Early Educators Stipend Program (AB 212)
 - California Transitional Kindergarten Stipend Program
- **Advisor**
 - County Employee Child Development Centers
- **Thought Leader**
 - Partnering with advocates for ECE policy and systems change

Convenes CDE-mandated Local Child Care and Development Planning Council for LA County:

- Annual contract with the California Department of Education (CDE)
- 50 members including parent/consumers, child care providers, community organizations, public agencies, and Board of Supervisor Appointees
- Responsibilities include 5-year needs assessment, countywide plan, and annual local funding priorities for child care



Convenes Policy Roundtable for Child Care and Development:

- 24 Roundtable members
 - Community leaders in early childhood, education, business, economics, and research
 - County departments – DCFS, DMH, DPH, DPSS, Parks, Probation, LACOE
- Provides recommendations to Board of Supervisors on policy, systems, and infrastructure improvement

Joint Committee on Legislation:

- Comprised of members of both the Planning Committee and the Policy Roundtable
- Recommends positions on state level policy



Workforce Development Support:



- **Investing in Early Educators Stipend Program (AB 212):**
 - For ECE staff working in programs where the majority of children are State-subsidized
 - Incentivizes professional development, salary enhancement, and retention of workforce
 - Annual allocation – Cycle 20 (FY18/19)
 - \$2.6 M distributed to 1,300 participants
- **California Transitional Kindergarten Stipend Program:**
 - For credentialed teachers working in TK California State Preschool Programs
 - Supports completion of specific early child development units
 - Program sunsets in September 2019



County Employee Child Development Centers

- 13 centers with slots prioritized for County employees
- Facilities operated by County Departments
- Departments contract with an ECE provider to deliver services and sets fee schedule
- OAECE director serves on each advisory board
- CEO manages Van Nuys Child Development Center
 - Multiple departments contribute to facility management
 - Management will transfer from CEO to DPH when new provider solicitation complete (est. July, 2020)





Quality Start LA (Quality Rating and Improvement System)

- Voluntary participation serving 43,973 children
- 645 centers and 222 family child care homes



Comprehensive Financial Landscape Analysis (OCP)

- Analysis of ECE funding coming into L.A. County in order to better leverage federal, state, and local funding streams



County Child Care Facilities Motion

- Availability of county-owned properties to expand access, especially for infant and toddlers

- **Resources:**
 - First 5 LA provided funding to support plan development
- **Planning:**
 - Joint retreat held in December 2018
 - Facilitator convened workgroup during FY 18- 19
- **Process:**
 - Engaged Planning Committee and Roundtable members
 - Developed values and principles
 - Created a unified vision and mission for OAECE, the Planning Committee and the Roundtable
 - Drafted priorities, strategies and activities

Strategic Priorities



- Positioning OAECE as an Agent of Change
- Four Strategic Priorities:
 - Access
 - Quality
 - Workforce
 - Families and Communities
- Each strategic priority has a goal, strategy and activities



Timeline and Next Steps



September 2019

Reconvene
Strategic Planning
Committee and
share with DPH for
approval

October 2019

Child Care Planning
Committee and
Roundtable
approve strategic
plan

November 2019

Plan filed with
Board of
Supervisors and CA
Department of
Education

January 2020

Planning
Committee and
Roundtable retreat
to plan
implementation

- What are your questions, reflections or “aha” moments?





Speaker Bios • September 4, 2019

Census 2020

ALEJANDRA RAMIREZ-ZARATE – POLITICAL VOICE, ADVANCEMENT PROJECT

Ms. Alejandra Ramirez-Zarate is a Policy and Research Analyst for Political Voice at Advancement Project California. Through policy advocacy, actionable research, and facilitating databased collaborative action, Alejandra advocates for public policies and administrative practices that expand opportunities for political participation, particularly for low-income communities of color. Alejandra works with community-based organizations, civil rights organizations, and government officials across the state to eliminate racial and economic disparities in public political participation. Her current research focuses on the 2020 Census, voting systems and elections, public participation in governance, and redistricting.

Throughout the last decade Alejandra has been a fierce immigrant rights advocate, fighting for immigration reform and a path to citizenship for immigrants in the United States. As a seven-year-old, Alejandra came to the U.S. from Guatemala to rejoin her parents who had come to this country to find work and better provide for their family. Alejandra grew up as a DREAMer in the San Fernando Valley and attended local schools. Alejandra received her B.A. in Political Science with an emphasis in Public Policy and Management at California State University, Northridge. Alejandra enjoys traveling the world with her husband and children.

TINA OCHOA – FAMILIES IN SCHOOLS

Ms. Tina Ochoa brings over 15 years of combined, local, state and national experience in the fields of civic engagement and professional development to her role as the Vice President of Programs. In her various roles with statewide and national educational nonprofits, she has been responsible for developing and updating curriculum, coordinating on-going curriculum evaluation, developing seminar and training collaterals, the administration of statewide law related and civic education trainings and programs, developing mentor opportunities, volunteer coordination and management, and creating opportunities for professional collaboration between schools, community organizations and civic leaders. Tina is a graduate of the University of Arizona and has a Bachelor of Arts in Journalism and Sociology.

This page intentionally blank.

Los Angeles Counts 2020

Ensuring a Fair and
Accurate Count in Our
Region



Alejandra Ramirez-Zarate, Policy & Research Analyst,
Political Voice





Advancement Project California

Advancement Project is a next generation, multiracial civil rights organization.

In California we champion the struggle for greater equity and opportunity for all, fostering upward mobility in communities most impacted by economic and racial injustice. We build alliances and trust, use data-driven policy solutions, create innovative tools, and work alongside communities to ignite social transformation!

Political Voice – Making governments more participatory and representative.





Why the Census Matters

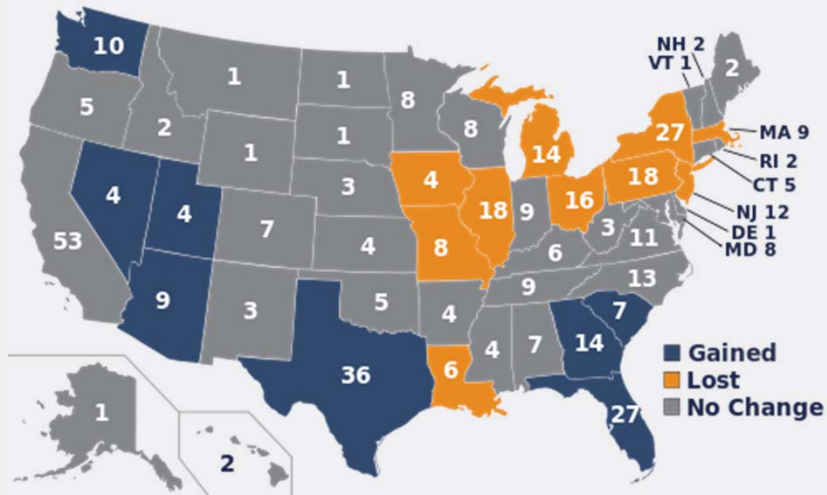


Money



- Allocation of federal funding for health care, education, housing, and other services
- CA received over \$115 billion in FY 2016 from 55 federal programs that use census-derived data

Representation



- Reapportionment of seats in the House of Representatives
- Redrawing of political districts at the federal, state, and local levels

Community Power



- Build base
- Establish new organizational relationships across regions and issues
- Develop community leaders

Protection

- Monitoring civil rights laws that protect voting rights, equal employment opportunity, and more

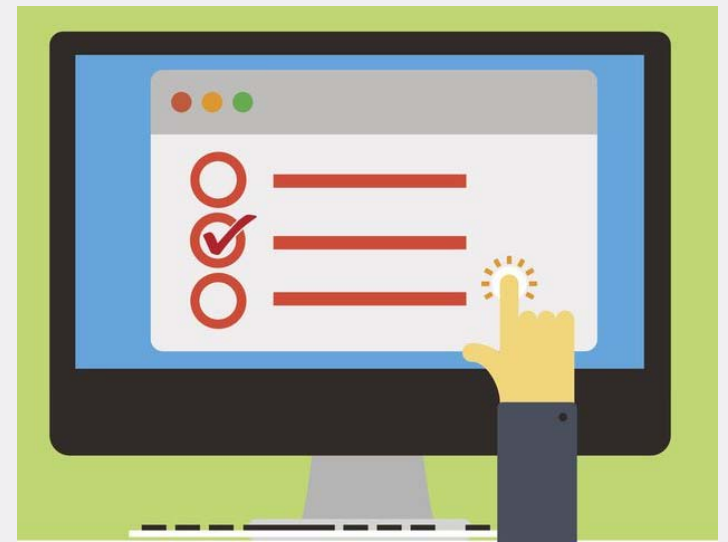




Shifts in Census Operations


Internet as primary mode of response

- Approximately only 20% of households will receive a paper questionnaire in the mail
- Households that do not respond will receive additional postcard reminders
- The 4th mailed reminder will include a paper questionnaire



The Citizenship Question

Is this person a citizen of the United States?

- ☐ Yes, born in the United States
- ☐ Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas
- ☐ Yes, born abroad of U.S. citizen parent or parents
- ☐ Yes, U.S. citizen by naturalization – *Print year of naturalization* 
- ☐ No, not a U.S. citizen



The Challenge for California





Key Barriers to Census Participation

- Uncertainty about the purpose and use of census data
- Uncertainty about who should be included
- Fear or mistrust of government
- Limited English proficiency

HTC Populations in CA

- American Indians/Alaska Natives; Asian Americans; Blacks/African Americans; Latinos; Middle East and North Africa; Pacific Islanders
- Immigrants and refugees
- Farm workers
- People with disabilities
- Lesbian, Gay, Bisexual, Transgender, and Queer/Questioning (LGBTQ)
- Seniors
- People experiencing homelessness
- Children 0-5
- Veterans
- Low broadband subscription/limited or no access
- Limited English proficient



Note: These are HTC populations that the State of California recognizes

Census Policy Advocacy Network



CHILDREN NOW



Coalition for Humane Immigrant Rights



FIRST 5



The Latino Legal Voice for Civil Rights in America.



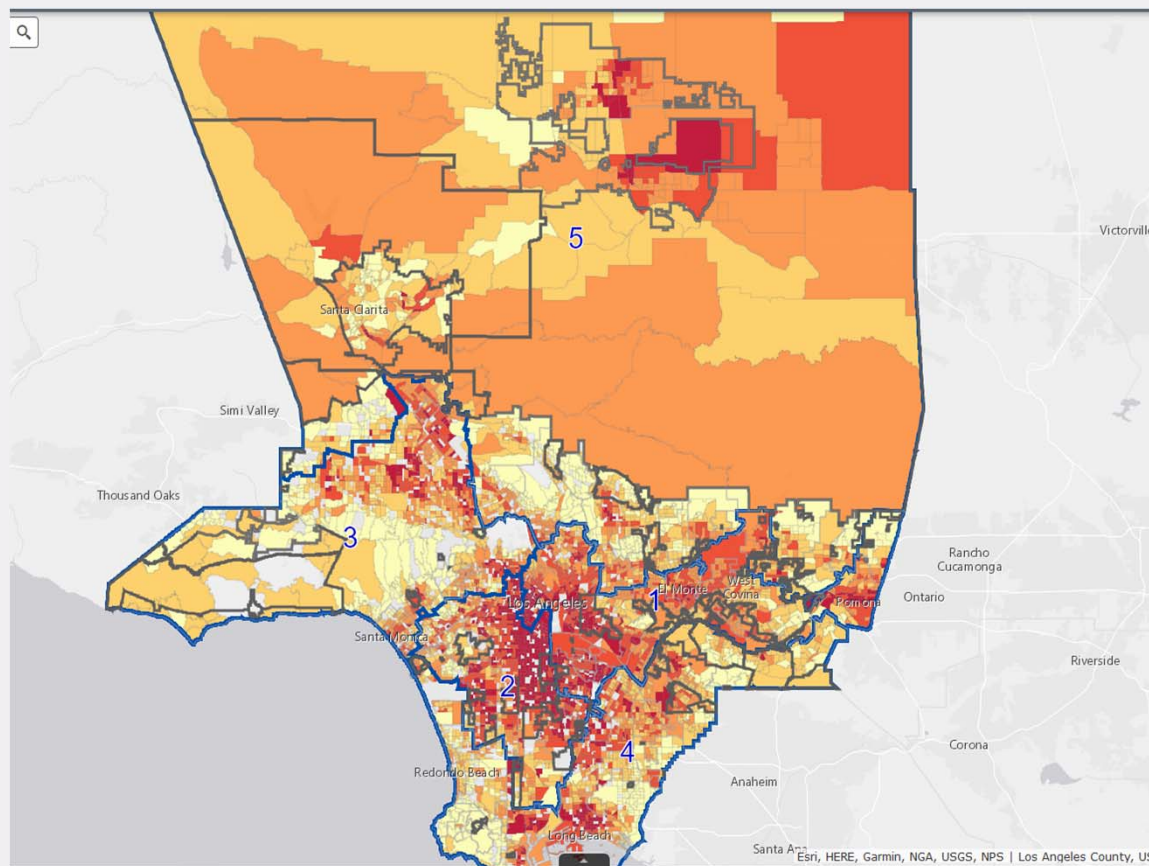


The Challenge for L.A. County



Los Angeles is the Hardest-to-Count County

- Nearly 5.3 million residents across the County are considered harder to enumerate



L.A. County HTC Estimates

Group	Population Living in High and Very High LRS Tracts	HTC Population Living Outside High and Very High LRS Tracts	Total Target Population
Latino	2,717,871	367,699	3,085,570
NH White	526,990	177,547	704,537
Asian American	480,558	379,248	859,806
Black/African American	445,596	98,431	544,027
American Indian/Alaska Native	69,133	78,414	147,547
Pacific Islander	18,010	34,614	52,642
Total	4,157,247	1,135,953	5,293,200



Note: HTC populations living outside census tracts whose Low Response Score is deemed very high or high include Latino noncitizens, Non-Hispanic Whites living below the poverty line, Asian Americans with limited English proficiency, African Americans living below the poverty line, American Indians/Alaska Natives, and Pacific Islanders. The details of columns two and four do not sum to the total because some people are included in more than one group if they selected more than one racial group and/or selected Hispanic. Individuals are included in more than one group in an effort to be inclusive and follow recommendations from the U.S. Office of Management and Budget (OMB).



Young Children

Two cities in L.A. County rank in the top 30 of cities with the highest numbers of young children living in HTC census tracts:

Los Angeles
ranks 3rd
(99,721)

Long Beach
ranks 29th
(16,577)



Meeting the Challenge





Priority for the State

- California Complete Count –Census 2020
 - census.ca.gov
- \$27 million allocated to support outreach by CBOs
- California Complete Count Committee

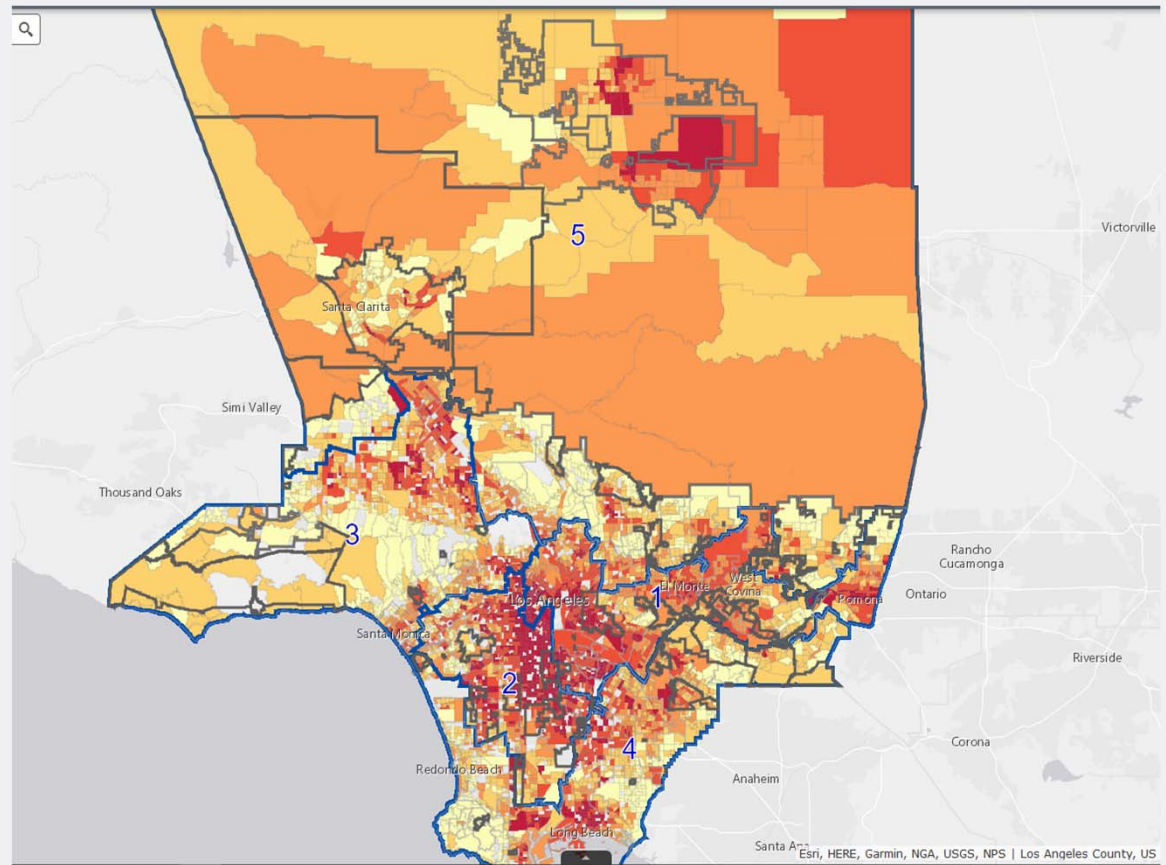


State Investments at a Glance

Census Year	2000	2010	2020
State Budget	\$24.7M	\$2.1M	\$187.2M

State Funding for L.A. County

- Region 8
Administrative CBO
(ACBO): California
Community
Foundation
- Funding Amt: \$8.4M





GRANTMAKING TIMELINE

Three grantmaking cycles expected:

Round I (August 2019)

- Received \$24M in requests
- Selected 50 organizations totaling \$7M in grants

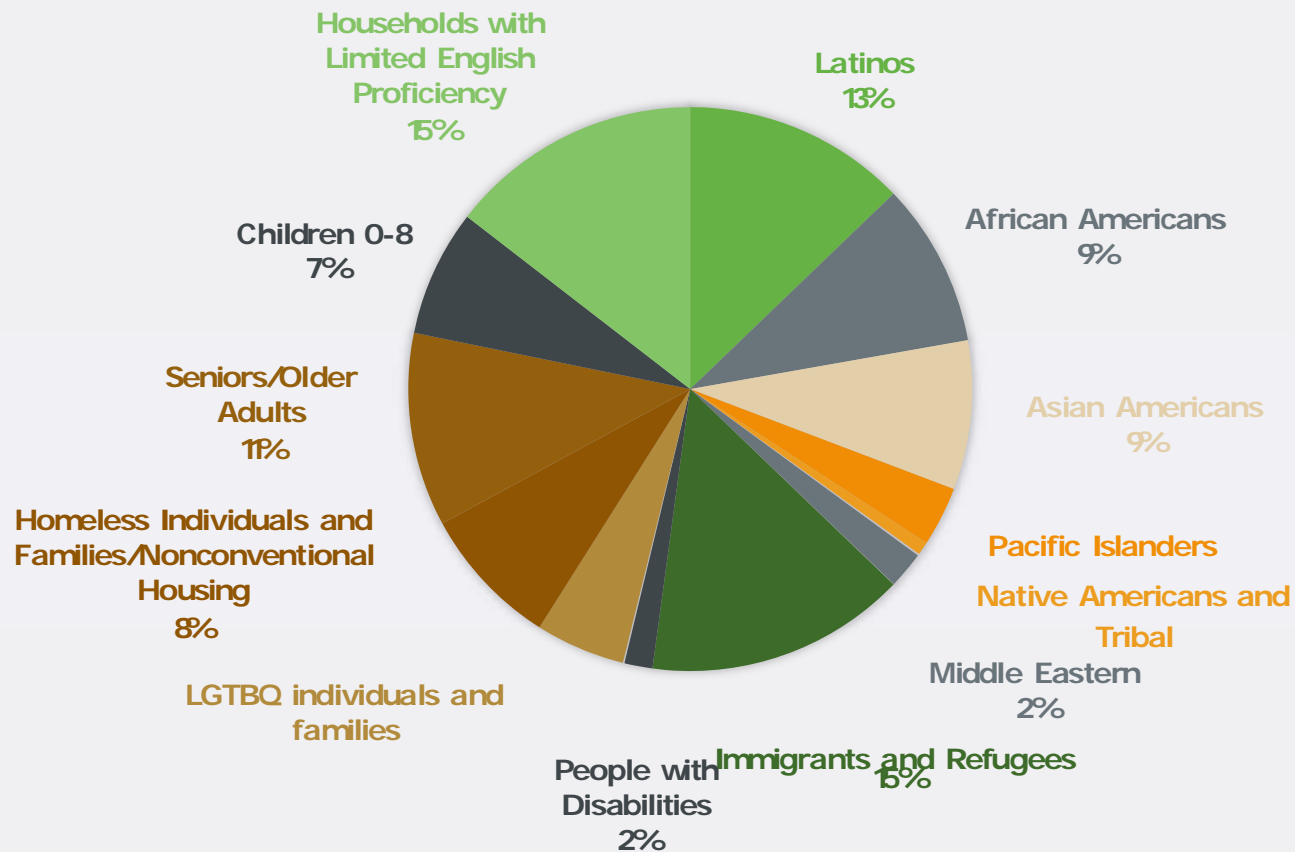
Round II (Nov. – Dec. 2019)

- Round II to open early September 2019 via CCF website

Round III (March – July 2020)

- Rapid response grants that support Non-Response Follow-Up (NRFU) period

ROUND I GRANTEES: POPULATIONS SERVED



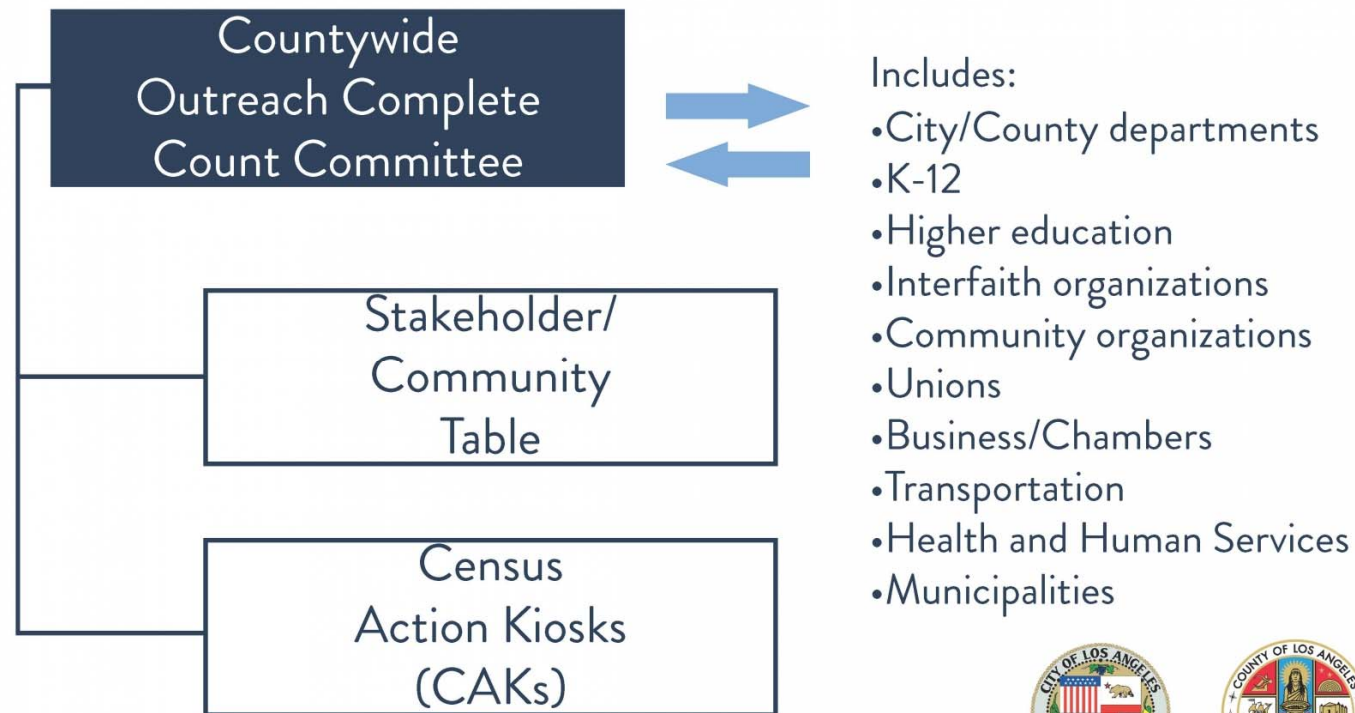
Statewide ACBOs

- Thirteen Community-Based Organizations (CBOs) will focus their statewide outreach on demographic groups considered hard-to-count
- No 0-5 statewide ACBO has been identified



Priority for the County and City of L.A.

L.A. County Complete Count Committee & Subcommittees



Priority for the County and City of L.A.

Census Action Kiosks (CAKs)

Increase access to the new digital census and create a uniform user experience countywide



Priority for the Nonprofit Community

- Los Angeles Regional Census Table
 - Gathering space for community-based and non-profit organizations to coordinate the planning and execution of outreach plans
 - Stakeholder Subcommittee of the 2020 Countywide Complete County Committee
 - Guided by a general plan



Los Angeles Regional Census Table



- Antelope Valley/Santa Clarita Valley
- Long Beach
- Downtown/Metro L.A.
- San Fernando Valley
- San Gabriel Valley
- Southeast L.A.






Four-Phase Strategy

PHASES		OUTCOMES	ACTIONS (examples)	TIMELINE
Phase 1	Preparation	<ul style="list-style-type: none">• Filed outreach plans• Resources and capacities to carry out plans	<ul style="list-style-type: none">• Develop organizational plans• ID and secure resources	Jul. 2018 – Mar. 2019
Phase 2	Education	<ul style="list-style-type: none">• Widespread awareness of the 2020 Census	<ul style="list-style-type: none">• Conduct public education workshops• Launch media messaging	Apr. 2019 – Dec. 2019
Phase 3	Activation	<ul style="list-style-type: none">• High level of self response to the census questionnaire	<ul style="list-style-type: none">• Canvass neighborhoods• Provide technical assistance by hosting a CAK	Jan. 2020 – Mar. 2020
Phase 4	Follow Up	<ul style="list-style-type: none">• Awareness of NRFU operation• High level of self response	<ul style="list-style-type: none">• Phone banking• Canvass neighborhoods• TA through CAKs	Apr. 2020 – Jul. 2020

CAMPAIGN BRANDING & MESSAGING

**WE COUNT
LOS ANGELES**
Our Community. Our Census.

**WE COUNT
LOS ANGELES**
Nuestra Comunidad. Nuestro Censo.

**LA Regional Census Table**
Draft Message Framework (7/2/19)

OVERVIEW

Our team has developed the following draft message framework which includes a "master narrative" and talking points to guide how we talk about the census in our outreach efforts.

The **master narrative**, in particular, is meant to serve as the backbone of the story you want to tell about the census, and will inform and guide talking points, web and digital copy, informational materials and other related content. It is **not** meant to serve as a script, but rather as guidance on where and how to start conversations about the census. It is a high-level narrative arc around which you can continue to add new, concrete details and examples from your work to explain why people should participate in the census. In some settings, you may find a need to use all of it, but in many situations you will only need parts of it.

MESSAGE THEMES

Focus on the "WHY" & Personalize

- › Need to make the case as to why the census matters.
- › Identify census "benefits" that apply to people's everyday lives.

Make It Safe

- › Address people's fears about privacy, documentation status, etc.

Paint a Picture to Build Knowledge

- › Provide an easy-to-understand breakdown of what the census actually is.
- › Explain how it has been used now and in the past to influence important decisions.

Empower Communities

- › Demonstrate how the census gives people a voice and affirm presence in the U.S.
- › Frame the census as a form of resistance.

Easy & Convenient

- › Explain that the census only takes about 10 minutes to complete.
- › It can be filled out using a mobile phone, computer or tablet.
- › Assistance is avail



What You Can Do

1. Prioritize the census within your organization
 - Begin planning outreach efforts now
2. Connect with the LA Regional Census Table
 - Next meeting: October 30th
3. Connect with the Countywide Complete Count Committee to learn more
 - Tina Herzog (therzog@ceo.lacounty.gov)
 - Jason Tajima (jtajima@ceo.lacounty.gov)



Thank You

Alejandra Ramirez-Zarate
Policy & Research Analyst
Political Voice

Advancement Project California

www.AdvancementProjectCA.org

azarate@advanceproj.org



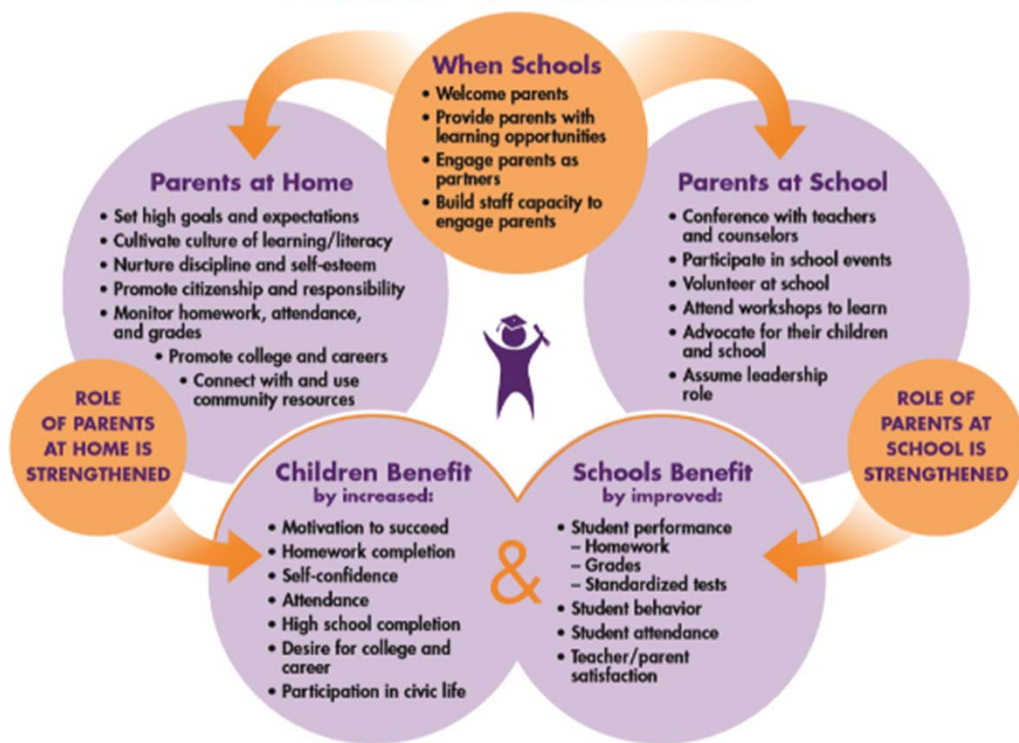
This page intentionally blank.



CHILD CARE PLANNING COMMITTEE MEETING

SEPTEMBER 4, 2019

THEORY OF CHANGE

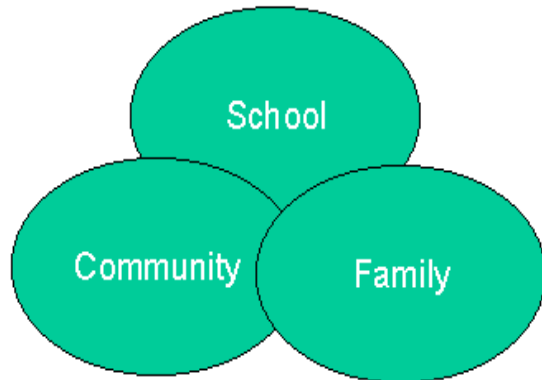


FAMILIES IN SCHOOLS

Since 2000, Families In Schools has provided capacity building to effectively empower and engage families, particularly those representing low income communities and communities of color, in becoming more knowledgeable and confident advocates for their children's education.

Families In Schools Grounds its Work in Parent Engagement Research and Research Based Practices

Overlapping Spheres of Influence



- Each plays a role in shaping the experiences and attitudes of a student.
- How well the resources work together (or not) has an impact on student learning.

Spheres of Influence

Students learn and grow in three major contexts: the family, the school, and the community (Epstein, Coats, Salinas, Sanders & Simon, 1997). Reciprocal interactions between parents, educators, and community partners help to:

- Establish social ties and exchange information.
- Understand each other's views and appreciate each other's contributions.
- Identify common goals for students.
- Build social capital.

Our Vision for Authentic Parent Engagement (Preschool – 12th Grade)

1 A Welcoming Environment

2 Effective School-Family Communications

3 Meaningful Resources for Families

4 Shared Leadership

5 Conflict Resolution

6 Adequate Financial Resources

Schools that partner with other government agencies and community organizations to address the needs of parents.



Schools that collect and respond to parent's concerns.

Schools that invest adequate staffing and resources on parent engagement.

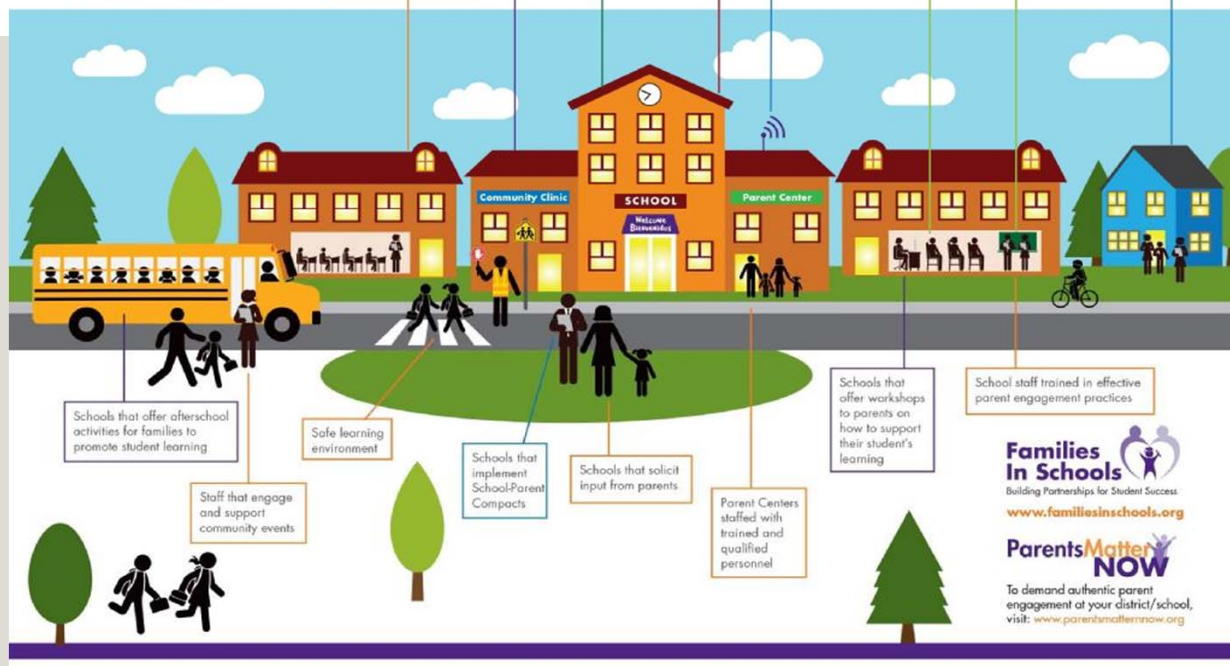
Schools that effectively communicate with parents.

Parent leader groups that reflect the diversity of community groups.

School staff that understands the needs of the families and communities they serve.

Schools that provide training to parent leaders.

Schools that invite parents to visit classrooms to observe instruction.



FAMILIES IN SCHOOLS

Nearly 20 years of experience at the local and state levels

Professional Development for Staff

- Effective Engagement Practices Institutes
- Curriculum Training

Technical Assistance

- Implementation Support
- Professional Learning Network

Advocacy

- Parent Leadership
- Local and State Policy

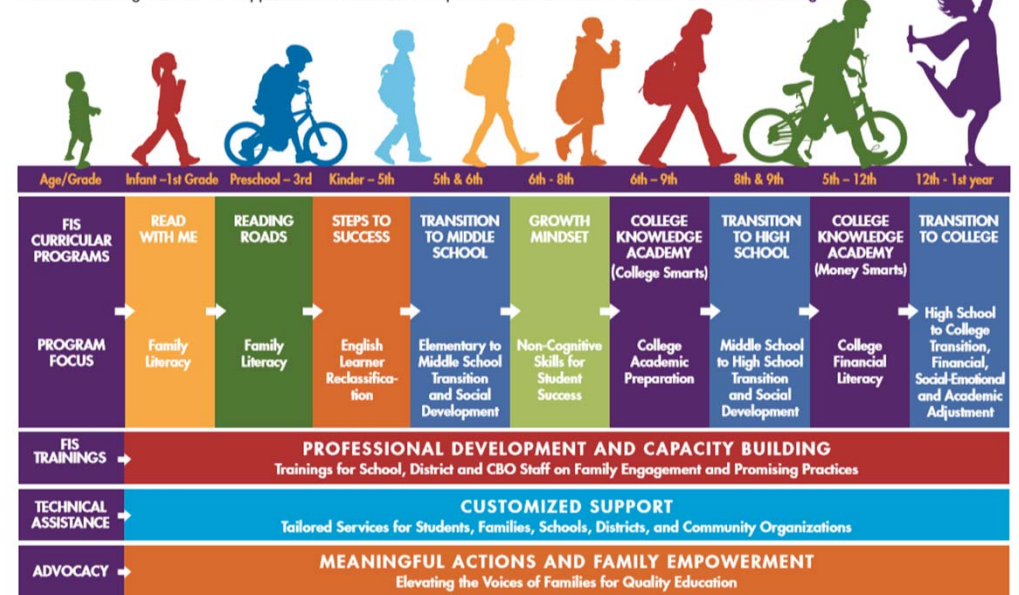
Cradle to College Engagement

FAMILIES IN SCHOOLS



Family Engagement Path

When schools engage parents/guardians as authentic partners, students do significantly better in school. Families In Schools (FIS) offers schools and community organizations programs to give staff, parents, and students new learning opportunities that increase knowledge and skills to support student success. FIS' objective is to ensure student success from Cradle to College.



213-201-3900 | info@familiesinschools.org | www.familiesinschools.org



Context

The 2020 Census will influence the educational, health and social services of children ages 0-5 for the next ten years and beyond...



The Importance

An accurate count of children ages 0-5 will:

- Increase early care and preschool programs.
 - Head Start
 - Special Education Preschool Grants
 - Children and Development Fund Subsidies

- Increase educational, social and health services
 - Special Education Grants to states
 - State Children's Health Insurance Program
 - Foster Care Title IV-E
 - Improving Teacher Quality State Grants



The Problem

- Children ages 0-5 are missed at a higher rate than any other age group.
 - In the 2010 Census, more than 2.2 million children under the age of 5 were missed.
 - 7 percent of young Black and Hispanic children were overlooked by the 2010 Census, roughly twice the rate for young non-Hispanic White children.
-



Why Are They Missed?

- Young children are:
 - More than three times as likely as adults to be living in large (+7 persons) households. Thus parents and family members might not include them in the census form.
 - More likely to live in rental units
 - More likely to live with an adult other than their parents
 - More likely to live in more mobile families, who are often more difficult to count



Why Counting Children Ages 0-5 Matters

A quality early childhood education is key for lifelong success. An accurate Census 2020 count of children ages 0-5 will increase funding for early childhood education and preschool programs including:

- ✓ Head Start
- ✓ Special Education Preschool Grants
- ✓ Children and Development Fund
- ✓ Subsidies

It will also increase educational, social and health services available for children ages 0-5, including:

- ✓ Special Education Grants to states (IDEA)
- ✓ State Children's Health Insurance Program
- ✓ Foster Care Title IV-E
- ✓ Supplemental Nutrition Assistance Program (SNAP)



The All Children Count Toolkit

The All Children Count Toolkit engages parents, children, early childhood education/preschool providers in the importance of understanding their community and counting everyone in it. Facilitators will increase their skills to strengthen families' knowledge about the 2020 Census and the importance of counting everyone.

The Toolkit Includes

3 Children's Lessons:

- The Importance of Counting My Family
- The Importance of Counting My School
- The Importance of Counting My Community

1 Parent/Caregiver Lesson:

- The Importance of Counting Everyone

1 Reproducible Family Brochure

- Available in English, Spanish, Korean, Mandarin, Vietnamese, Arabic, and Tagalog

ECE Resource

Families In Schools developed a toolkit to help ECE providers ensure children 0-5 are counted in the 2010 and 2020 Census thanks to the generosity of the California Community Foundation and NALEO's Make Yourself Count 2020 Campaign.

Toolkit includes:

- 3 Children's Lesson Plans
- 1 Parent/Caregiver Lesson Plan
- Reproducible Family Brochure
- Handouts will be available in English, Spanish, Korean, Chinese, Vietnamese, Arabic and Tagalog

The Toolkit can be accessed by attending a one-day training, facilitated by Families In Schools.



All Children Count Toolkit

Pre-school/Standards Alignment

The activities in the student lessons have been developed to support pre-school readiness and common core standards for kindergarten. Following are the major developmental skills the lessons support:

- **Attention Span:** Lessons are designed to help small children learn the ability to sit still and listen for more than a few minutes.
- **Early Math Skills:** Lessons are aligned with helping children develop an understanding of numbers and counting, an essential skill for developing more advanced mathematical concepts.
- **Early Reading Skills:** Lessons expose children to a variety of words and sounds.
- **Early Listening Skills:** Lessons support the development of skills to listen, hear, and comprehend a story by asking questions after each story.
- **Presentation of Knowledge and Ideas:** Lessons are designed to help children describe familiar places and ideas by using words or drawings.

Alignment to Assessments/Outcomes and Standards:

Desired Results Development Profile (CA Department of Education)	Head Start Learning Outcomes (US Department of Health & Human Services)	Kindergarten Common Core Standards
• Attention Maintenance	• Attending & Understanding	• Reading: Literature (ELA)
• Understanding of Language (Receptive)	• Communication & Speaking	• Reading: Informational Text (ELA)
• Reciprocal Communication and Conversation	• Vocabulary	• Reading: Foundational Skills (ELA)
• Comprehension of Age-Appropriate Text	• Print & Alphabet Knowledge	• Speaking & Listening (ELA)
• Concepts About Print	• Writing	• Counting & Cardinality (Math)
• Emergent Writing	• Counting & Cardinality	
• Cause and Effect	• Emergent Literacy (Infant/toddler)	
• Sense of Place	• Exploration (Infant/toddler)	
	• Memory (Infant/toddler)	
	• Emergent Mathematical Thinking (Infant/toddler)	

ECE Resource

Families In Schools' Toolkit activities have been developed to support pre-school readiness and common core standards for kindergarten. The easy-to-use lesson plans are aligned to the:

- Desired Results Development Profile
- Head Start Learning Outcomes
- Kindergarten Common Core Standards (ELA and Math)

What Can You Do?

- Educate yourself about the impact of the Census on the ECE community
- Distribute materials that encourage parents/care givers to participate in the Census and ensure children 0-5 are counted
- Display materials at your organization/site that encourage parents to participate in the 2020 Census
- Conduct an informational session about the 2020 Census with parents/caregivers
- Encourage parents to complete and mail the Census form and to welcome Census representatives if they need additional information
- Sign-up with the US Census to access toolkits and additional outreach materials
- Include the 2020 Census banner on your website and/or on your email signature

To Learn More:

Contact Information:

Rachel Gonzalez Martinez, Director of Training & Capacity Building
rgonzalez@familiesinschools.org

Tina Ochoa, Vice President of Programs
tochoa@familiesinschools.org

Families In Schools:

Web: www.familiesinschools.org

Facebook: www.facebook.com/familiesinschools

Twitter: www.twitter.com/FamsinSchools

This page intentionally blank.

Why Counting Children Ages 0-5 Matters

A quality early childhood education is key for lifelong success. An accurate Census 2020 count of children ages 0-5 will increase funding for early childhood education and preschool programs including:

- ✓ **Head Start**
- ✓ **Special Education Preschool**
- ✓ **Grants**
- ✓ **Children and Development Fund**
- ✓ **Subsidies**

It will also increase educational, social and health services available for children ages 0-5, including:

- ✓ **Special Education Grants to states (IDEA)**
- ✓ **State Children's Health Insurance Program**
- ✓ **Foster Care Title IV-E**
- ✓ **Supplemental Nutrition Assistance Program (SNAP)**



The All Children Count Toolkit

The All Children Count Toolkit engages parents, children, early childhood education/preschool providers in the importance of understanding their community and counting everyone in it. Facilitators will increase their skills to strengthen families' knowledge about the 2020 Census and the importance of counting everyone.

The Toolkit Includes

3 Children's Lessons:

- The Importance of Counting My Family
- The Importance of Counting My School
- The Importance of Counting My Community

1 Parent/Caregiver Lesson:

- The Importance of Counting Everyone

1 Reproducible Family Brochure

- Available in English, Spanish, Korean, Mandarin, Vietnamese, Arabic, and Tagalog

“The resources were great! Parents were pleased that we had them in different languages. Teachers said the lesson plans helped them explain why to be counted is important.”

– Executive Director at a Nonprofit

What Your Staff Gets

Staff Training: Your staff will receive a 1 day training to successfully engage children and their families in the 2020 Census.

Tools: Every training participant will receive

- Easy-to-use lesson plans aligned to the Desired Results Development Profile, Head Start Learning Outcomes and Kindergarten Common Core Standards
- Handouts (available in English, Spanish, Korean, Chinese, Vietnamese, Arabic, and Tagalog)
- One copy of the three children's books incorporated into the workshops
- Templates including sign-in sheets, flyers, etc.

Impact

100%

of facilitators in 2010 found the 2010 Census toolkit to be valuable

100%

of facilitators in 2010 agreed or strongly agreed that the toolkit helped them encourage parents to participate in the 2010 Census

100%

of facilitators in 2010 agreed or strongly agreed that the materials for parents were useful





All Children Count Toolkit

Pre-school/Standards Alignment

The activities in the student lessons have been developed to support pre-school readiness and common core standards for kindergarten. Following are the major developmental skills the lessons support:

- **Attention Span:** Lessons are designed to help small children learn the ability to sit still and listen for more than a few minutes.
- **Early Math Skills:** Lessons are aligned with helping children develop an understanding of numbers and counting, an essential skill for developing more advanced mathematical concepts.
- **Early Reading Skills:** Lessons expose children to a variety of words and sounds.
- **Early Listening Skills:** Lessons support the development of skills to listen, hear, and comprehend a story by asking questions after each story.
- **Presentation of Knowledge and Ideas:** Lessons are designed to help children describe familiar places and ideas by using words or drawings.

Alignment to Assessments/Outcomes and Standards:

<i>Desired Results Development Profile (CA Department of Education)</i>	<i>Head Start Learning Outcomes (US Department of Health & Human Services)</i>	<i>Kindergarten Common Core Standards</i>
• Attention Maintenance	• Attending & Understanding	• Reading: Literature (ELA)
• Understanding of Language (Receptive)	• Communication & Speaking	• Reading: Informational Text (ELA)
• Reciprocal Communication and Conversation	• Vocabulary	• Reading: Foundational Skills (ELA)
• Comprehension of Age-Appropriate Text	• Print & Alphabet Knowledge	• Speaking & Listening (ELA)
• Concepts About Print	• Writing	• Counting & Cardinality (Math)
• Emergent Writing	• Counting & Cardinality	
• Cause and Effect	• Emergent Literacy (Infant/toddler)	
• Sense of Place	• Exploration (Infant/toddler)	
	• Memory (Infant/toddler)	
	• Emergent Mathematical Thinking (Infant/toddler)	

This page intentionally blank.

CHECKING IN – MEMBERS/ALTERNATES

How are we doing? How could we do better?

Total respondents: 18

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: ▪ Roles always clear and specific.		1	2	15
2.	I understand the Planning Committee’s mission and its obligations as a County Local Planning Child Care and Development Council. Comments: ▪ Mission is clear and always referenced.			2	16
3.	The Planning Committee’s structure is clear, including officers, work groups and staff. Comments: ▪ Group work can be better defined.		1	3	14
4.	The Planning Committee has clear goals that lead to relevant actions. Comments: ▪ There is a need for more action. ▪ Michele does an incredible job of doing this.	2	1	4	10
5.	The Planning Committee focuses on appropriate issues. Comments: ▪ Need more issues leading to action. ▪ Great focus and updates for members.		1	3	14
6.	Planning Committee meetings are worthwhile and well attended. Comments: ▪ Some locations are too far. ▪ Always worth the trip and informative.		1	3	14
7.	Members and alternates are provided with appropriate materials in a timely manner, allowing for informed decision-making at Planning Committee meetings. Comments: ▪ Email attachments ahead of meeting are very helpful. ▪ Try not to spam multiple disorganized emails in one day.				18

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
8.	The Planning Committee meeting format is effective. Comments: <ul style="list-style-type: none"> Items need to lead to action. Always appreciate how timely meetings are very helpful. 	1	1		16
9.	The Planning Committee is effectively utilizing my skills for addressing the overall infrastructure. Comments: <ul style="list-style-type: none"> N/A 	1	1	2	13
10.	Other issues we should be aware of: <ul style="list-style-type: none"> Michele is awesome! Can we meet earlier in the morning or late in the afternoon? If we can meet more often at the The California Endowment. 				3
	Name (not required – may help with clarification, if needed):				

CHECKING IN – COMMUNITY STAKEHOLDERS

How are we doing? How could we do better?

Total respondents: 3

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: ▪ I am new to CCPC as a guest and still learning.	1	1		1
2.	I understand the Planning Committee’s mission and its obligations as a County Local Planning Child Care and Development Council. Comments: ▪ N/A	1		1	1
3.	The Planning Committee’s structure is clear, including officers, work groups and staff. Comments: ▪ I think because of strategic planning, things may be shifting.		2		1
4.	The Planning Committee has clear goals that lead to relevant actions. Comments: ▪ Yes – I am curious about how the agenda is set and how few in advance but meetings seemed very appropriate.			2	1
5.	The Planning Committee focuses on appropriate issues. Comments: ▪ N/A			1	2
6.	Planning Committee meetings are worthwhile and well attended. Comments: ▪ N/A			1	2
7.	Members and alternates are provided with appropriate materials in a timely manner, allowing for informed decision-making at Planning Committee meetings. Comments: ▪ I always wish there was more time for formal and informal conversations!		1		2

Please rate each item on a scale of 1 to 5 – “1” indicates strong disagreement with the statement and “5” indicates strong agreement .		2	3	Rating 4	5
8.	The Planning Committee meeting format is effective. Comments: ▪ N/A			1	1
9.	The Planning Committee is effectively utilizing my skills for addressing the overall infrastructure. Comments: ▪ N/A			1	2
10.	Other issues we should be aware of: ▪ N/A				
	Name (not required – may help with clarification, if needed):				



Meeting Schedule – FY 2019-20

Theme: Lifting Up Leadership

Meeting Date, Time and Location Time	Primary Topic(s) and Mandated Action Items
<p>September 4, 2019 New Member Orientation ▪ 10:30 – 11:45 a.m. General Meeting ▪ 12:00 – 2:00 p.m. LACOE Head Start and Early Learning Division Conf Center 10100 Pioneer Boulevard, Conference Room 110 Santa Fe Springs, CA 90670</p>	<p>Preparing for the Census 2020</p> <ul style="list-style-type: none"> ▪ Context of the Political Climate and Why Important to Count ▪ Strategies and Tools for Helping Families with the Census
<p>October 2, 2019 ▪ 12:00 – 2:00 p.m. Pacific Oaks College 45 Eureka Street, Classrooms 7,8 and 9 Pasadena, CA 91103</p>	<p>Early Care and Education Financing</p> <ul style="list-style-type: none"> ▪ Progress and Potential: A Snapshot of Los Angeles County in California's Early Care and Education Workforce Registry ▪ Financing Early Care and Education in Los Angeles County <ul style="list-style-type: none"> - Los Angeles County Comprehensive Fiscal Analysis Update: Data, Expense Modeling and Recommendations - Nonprofit Finance Fund
<p>November 6, 2019 ▪ 12:00 – 2:00 p.m. Center for Healthy Communities at The California Endowment, Big Sur Room 1000 N. Alameda Street Los Angeles, CA 90012</p>	<p>Facilities</p> <ul style="list-style-type: none"> ▪ Assessing County Property for Future ECE Sites – Findings and Recommendations ▪ Leveraging Funding Opportunities for Facilities <p><i>Action Item:</i></p> <ul style="list-style-type: none"> ▪ Approval of LPC Annual Self-Evaluation – 2018-19
<p>December 4, 2019 ▪ 12:00 – 2:00 p.m. Pacific Oaks College 45 Eureka Street, Classrooms 7,8 and 9 Pasadena, CA 91103</p>	<p>Lifting Up Leadership</p> <p><i>Action Item:</i></p> <ul style="list-style-type: none"> ▪ Approval of Strategic Plan – 2020-2025
<p>January X, 2020 ▪ 8:30 a.m. – 3:00 p.m. Date and Location To be determined</p>	<p>Joint Retreat with the Policy Roundtable for Child Care and Development</p> <ul style="list-style-type: none"> ▪ Strategic Planning – Phase 2: Refining the Activities, Establishing Action Steps, Identifying Partners
<p>February 5, 2020 General Meeting ▪ 12:00 – 12:45 p.m. Local Funding Priorities Public Hearing ▪ 12:50 – 2 p.m. Center for Healthy Communities at The California Endowment, Catalina Room 1000 N. Alameda Street Los Angeles, CA 90012</p>	<p>Public Policy</p> <ul style="list-style-type: none"> ▪ Overview of Governor's Budget Proposals for FY 2020-21 ▪ Priority Legislation
<p>March 4, 2020 ▪ 12:00 – 2:00 p.m. Location to Be Determined</p>	<p>Focus of meeting to be determined</p> <p><i>Action/Mandate Items:</i></p> <ul style="list-style-type: none"> ▪ Approval of LPC Local Funding Priorities ▪ Launch Membership Recruitment – 2021-22

Meeting Date, Time and Location Time	Primary Topic(s) and Mandated Action Items
April 1, 2020 ▪ 12:00 – 2:00 p.m. To Be Determined	PLACEHOLDER: Parents as Partners <i>Mandate Item:</i> ▪ Launch Voluntary, Temporary Transfer of Funds
May 6, 2020 ▪ 12:00 – 2:00 p.m.	<i>Action Item:</i> ▪ Approval of Public Policy Platform – First Year of 2022-23 Legislative Session
June 3, 2020 ▪ 12:00 – 2:00 p.m.	Public Policy ▪ Overview of Governor's Revisions to Budget Proposals for FY 2020-21 (May Revise) ▪ Priority Legislation <i>Mandate Item:</i> ▪ Approval of Membership Slate – FY 2021-22

** 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 childcare.lacounty.gov or contact Michele Sartell by e-mail at msartell@ph.lacounty.gov or by telephone at (213) 639-6239.



Members – Program Year 2019-20

Julie Taren, Chair
3rd Supervisorial District

Ernesto Saldaña, Vice Chair
Parent/Consumer

Christina Acosta
Child Care Alliance of Los Angeles
Discretionary

Norma Amezcua
Mexican American Opportunity Foundation
Child Care Provider

Renae Amezcua
LAUSD/Early Childhood Education Division
Public Agency

Rocio Bach
Catholic Charities
Child Care Provider

Rebecca Bernard
Parent/Consumer

Alejandra Berrio
Parent/Consumer

Mallika Bhandarkar
LA Best Babies Network/PECHVC
Community Agency

Anne Blackstock-Bernstein
UCLA Center for Improving Child Care Quality
Public Agency

Eileen Carrillo-Lau
Pomona Unified School District
Public Agency

Jessica Chang
Parent/Consumer

Cathy Coddington
Parent/Consumer

Kevin Dieterle
First 5 LA
Discretionary

Sandra Flores
Alma Preschool Center
Child Care Provider

Nora Garcia-Rosales
LA County Department of Public Social Services
Public Agency

Samitha Givens
Learn4Life Charters
Community Agency

Angela Gray
Culver City USD/Office of Child Development
Public Agency

Alexandra Himmell
Child360
Community Agency

Gary Huff
Santa Monica College
Public Agency



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

Andrea Joseph
California Children's Academy
Child Care Provider

Nicole Lopez
Little Tokyo Service Center
Child Care Provider

Aolelani Lutu
Friendship Academy Lomita
Child Care Provider

Valerie Marquez
Redondo Beach USD/Edison Center
Public Agency

Gabriel Muñoz
Hacienda La Puente Unified School District
Public Agency

Elyssa Nelson
Child Educational Center
Community Agency

Melissa Noriega
SEIU Local 99 – Education Workers Union
Community Agency

Kelly O'Connell
1st Supervisorial District Representative

Ariana Oliva
Los Angeles Area Chamber of Commerce
Community Agency

Daniel Orosco
LACOE Early Learning Support Unit
Public Agency

Deborah Paratore
St. Anne's
Child Care Provider

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

Nellie Ríos-Parra
Parent/Consumer

Ricardo Rivera
Baldwin Park Unified School District
Public Agency

Joyce Robinson
Opportunities Exchange
Community Agency

Sachin Sangani
Parent/Consumer

Leticia Santos-Cuevas
Centro de Niños, Inc.
Child Care Provider

Roselle Schafer
Parent/Consumer

Kathy Schreiner
ECE Workforce Advocate
Community Agency

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

Michael Shannon
Retired - LAUSD
Discretionary

Sarah Soriano
4th Supervisorial District Representative

Victoria Tarango
Southern California Chapter-CAEYC
Community Agency

Veronica Torres
Child360
Community Agency

Lauren Trosclair Duncan
2nd Supervisorial District Representative

Cecilia Urrea
Special Education Professional
Discretionary

Maria Vera
LACOE Head Start & Early Learning
Public Agency

Delia Vicente
UCLA Early Head Start
Parent/Consumer

Roberto Viramontes
Educare Los Angeles at Long Beach
Community Agency

Lisa Wilkin
Child Development Consortium of Los Angeles
Child Care Provider