



Wednesday, November 4, 2020 • 12:00 p.m. – 2:00 p.m.

Microsoft Teams

To join virtually, click on [Join Microsoft Teams Meeting](#)

To join via telephone: +1 323-776-6996 United States, Los Angeles (Toll); Conference ID: 817 397 276#

Reimagining an Equitable Early Care and Education System for Providers and Families

AGENDA

- | | | | |
|-------|---|---------------------|--|
| 1. | Welcome and Introductions | | Julie Taren, Chair |
| 12:00 | ▪ Opening Statement and Comments by the Chair | | |
| 2. | Pathway to Progress: Indicators of Young Child Well-Being in Los Angeles County | | Kimberly M. Hall, Ph.D. and Becca Patton, First 5 LA |
| 12:10 | | | |
| 3. | Reflections on Racial Justice Conversations and Proposed Next Steps | | Ernesto Saldaña and Julie Taren |
| 1:00 | | | |
| 4. | Approval of Minutes | Action Items | Ernesto Saldaña, Vice Chair |
| 1:30 | ▪ October 7, 2020 | | |
| | Roll Call of Members/Alternates | | Erica Weiss |
| 5. | LPC Annual Self-Evaluation – 2019-20 | Action Item | Nicole Lopez and JoAnn Shalhoub-Mejia, Governance Work Group Co-chairs |
| 1:40 | ▪ Report to the California Department of Education | | |
| | ▪ Roll Call of Members/Alternates | | Erica Weiss |
| 6. | Announcements and Public Comment | | Ernesto Saldaña |
| 1:50 | | | |
| 7. | Call to Adjourn | | Julie Taren |
| 2:00 | | | |

Next Meeting – Wednesday, December 2, 2020

Virtually via Microsoft Teams

VISION STATEMENT

Children are healthy, thriving and have equitable opportunities to achieve optimal development and succeed in life.

MISSION STATEMENT

Lead, build and strengthen an affordable and high-quality early care and education system for the children and families of Los Angeles County.

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Kimberly Hall, *Interim Director of Measurement, Learning and Evaluation*

As Interim Director of the First 5 LA Measurement, Evaluation and Learning Department, Kim Hall promotes organizational effectiveness and the learning and development of Los Angeles County's youngest citizens through the value and impact of data.

Since 2011, Kim's expertise has been foundational to evolving First 5 LA's emphasis on the influence of data by leading research and evaluation initiatives, developing the First 5 LA Monitoring, Evaluation and Learning Framework, and representing the organization in county and statewide data development and data sharing efforts.

As a thought leader and subject matter expert in standards of evaluation, methodologies and knowledge and information analytics, Kim plays a key leadership role today in First 5 LA's strategic priority to expand the availability, use and power of data and parent voice to call attention to disparities, amplify advocacy, and drive policy change, practice change, and will building.

Prior to joining the organization, Kim fostered continuous learning and improvement at LAUP through responsive evaluation and monitoring approaches as an internal evaluator. Her experience also includes more than a decade of serving as an external evaluator building evaluation capacity among community-based, nonprofits serving people of color.

While working toward her B.A. in Psychology from Southern A&M University in Baton Rouge, LA, Kim was introduced to academic research by a faculty mentor. Working in a research lab eventually led to participation in a summer research program aimed at increasing under-represented students' pursuit of doctoral training. Kim went on to earn a PhD in Community Psychology from the University of Illinois at Chicago. While in graduate school she was exposed to program evaluation and developed a passion for using research and evaluation as tools for advocacy and social change. She returned to Los Angeles in 2004 where she continues to pursue that passion.



Becca Patton, Director of Early Care & Education

Becca Patton has been involved in education for the past fifteen years, and is currently serving as the Director for Early Care and Education overseeing this portfolio at First 5 LA. Her combined programmatic and policy experience in both early care and education and K-12 education have equipped her with the insights to seek policy and systems change that truly benefit children and produce lasting outcomes for our youngest learners.

Prior to joining First 5 LA, Becca was Program Director for Reading Partners, a national non-profit that provides students with the individualized reading support they need to read at grade level by fourth grade. At Reading Partners, Becca expanded the program to serve 750 students throughout LA County.

She previously served as a Public Affairs Specialist for LAUP where she supported campaigns that led to an additional \$100 million invested in early learning at the local, state, and federal level. Becca got her start working in a preschool classroom supporting children's language, literacy, and social-emotional development. After her time in the classroom, Becca supported, trained, and mentored college students working with preschool children throughout Los Angeles County by managing the Jumpstart program at both CSU, Northridge and Pepperdine University.

Now at First 5 LA, Becca, in collaboration with local and state advocacy partners, guides the strategy around early care and education policy working to ensure all children in LA County have access to quality, affordable early care and education.



Impact Framework and the Inaugural Indicator Report

Presentation to the
Child Care Planning Committee
November 4, 2020

Presenters:

Kimberly Hall PhD, Interim Director of
Measurement, Learning and Evaluation
Becca Patton, Director of Early Care & Education

Impact Framework Overview

Impact Framework Indicators & Selection Criteria

Indicator Report

How is First 5 LA moving the needle?

Discussion

Our Pathway for Systems Change



By 2028, all children in L.A. County will enter kindergarten ready to succeed in school and life.

Results for Children and Families

- Families optimize their child's development.
- Children receive early developmental supports and services.
- Children are safe from abuse, neglect, and other trauma.
- Children have high-quality early care and education experiences.

We Want Systems To Be

- Accessible
- Quality
- Aligned
- Sustainable

We Change Systems By

- Policy change
- Practice change
- Will building

Our Strategic Priorities

- Strengthen public & community systems
- Advance & build on community experience
- Expand influence & impact with data
- Optimize our effectiveness

Our Values

Collaboration Integrity Learning Diversity, Equity and Inclusion

Our Investment Guidelines

Equity • Sustainability • Partnership • Prevention • Systems Change • Evidence and Innovation

IMPACT FRAMEWORK INDICATORS



By 2028, all children in L.A. County will enter kindergarten ready to succeed in school and life

Results for Children & Families

Long Term System Outcomes

Short Term Markers of Progress

Context

Our Pathway for Systems Change



Results for Children & Families

Our North Star

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Short Term Markers of Progress

Context

Our Values

- Collaboration
- Integrity
- Learning
- Diversity, Equity and Inclusion

Result & Contextual Indicators





Families have the resources, opportunities and relationships to optimize their child's development.



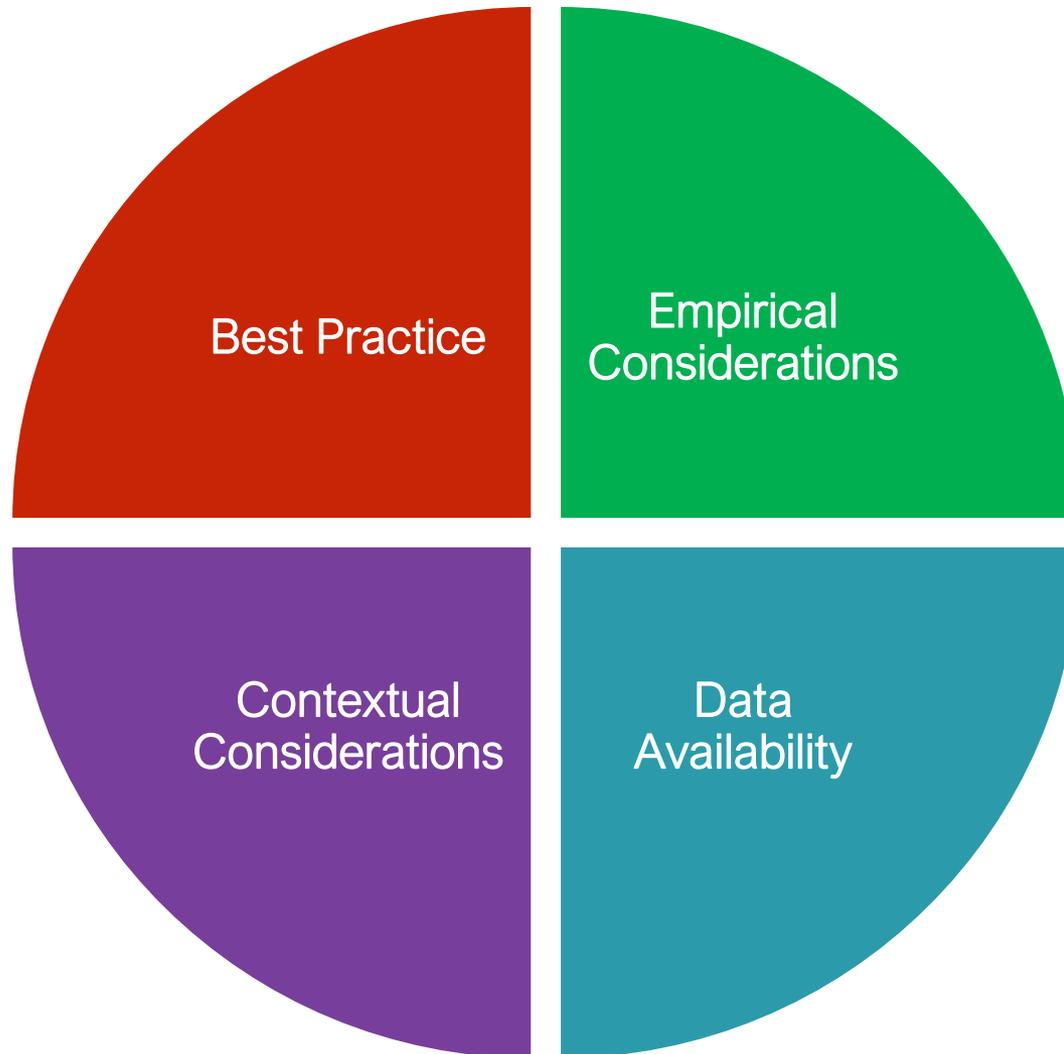
Children receive early and timely developmental supports and services.



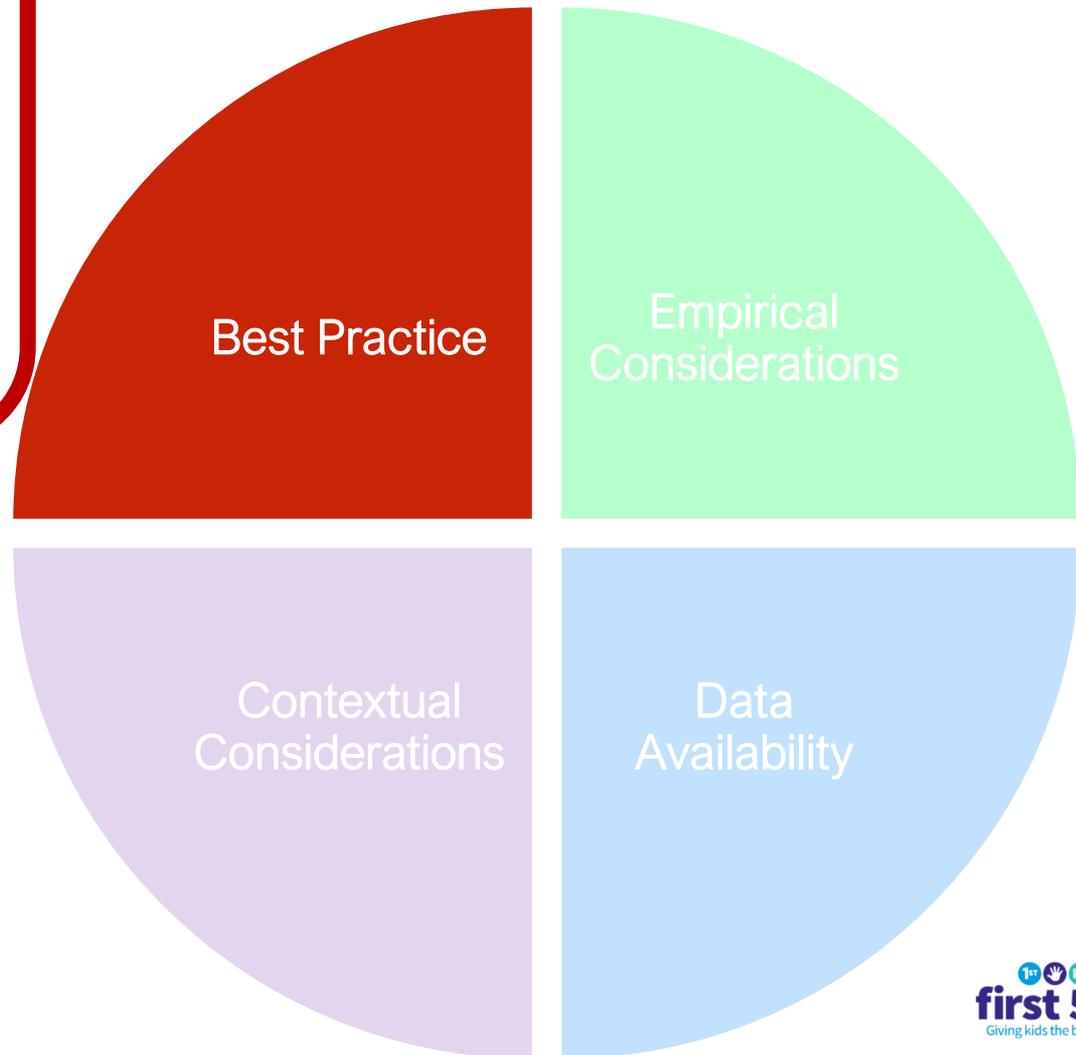
Children are safe from abuse, neglect and other trauma.

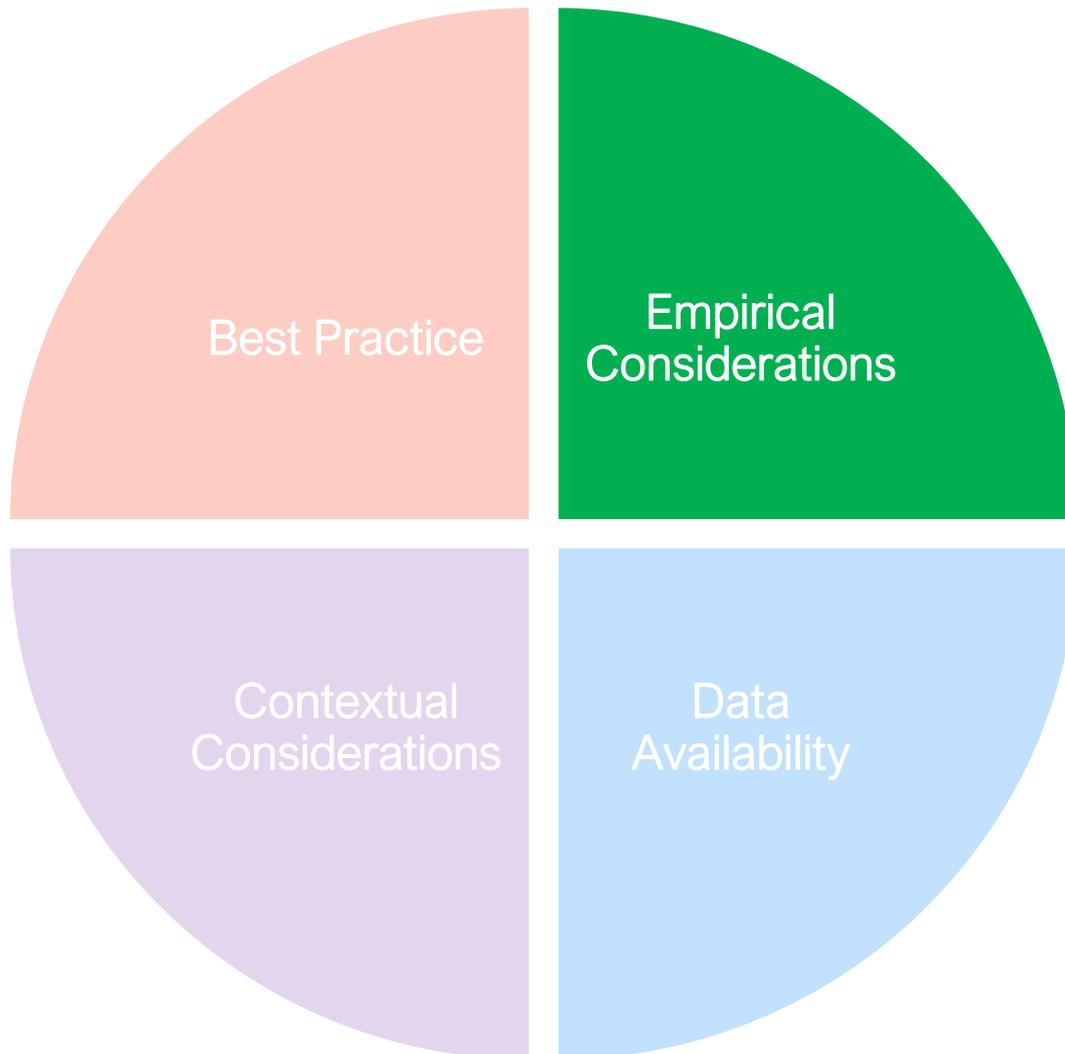


Children have high-quality early care and education experiences.

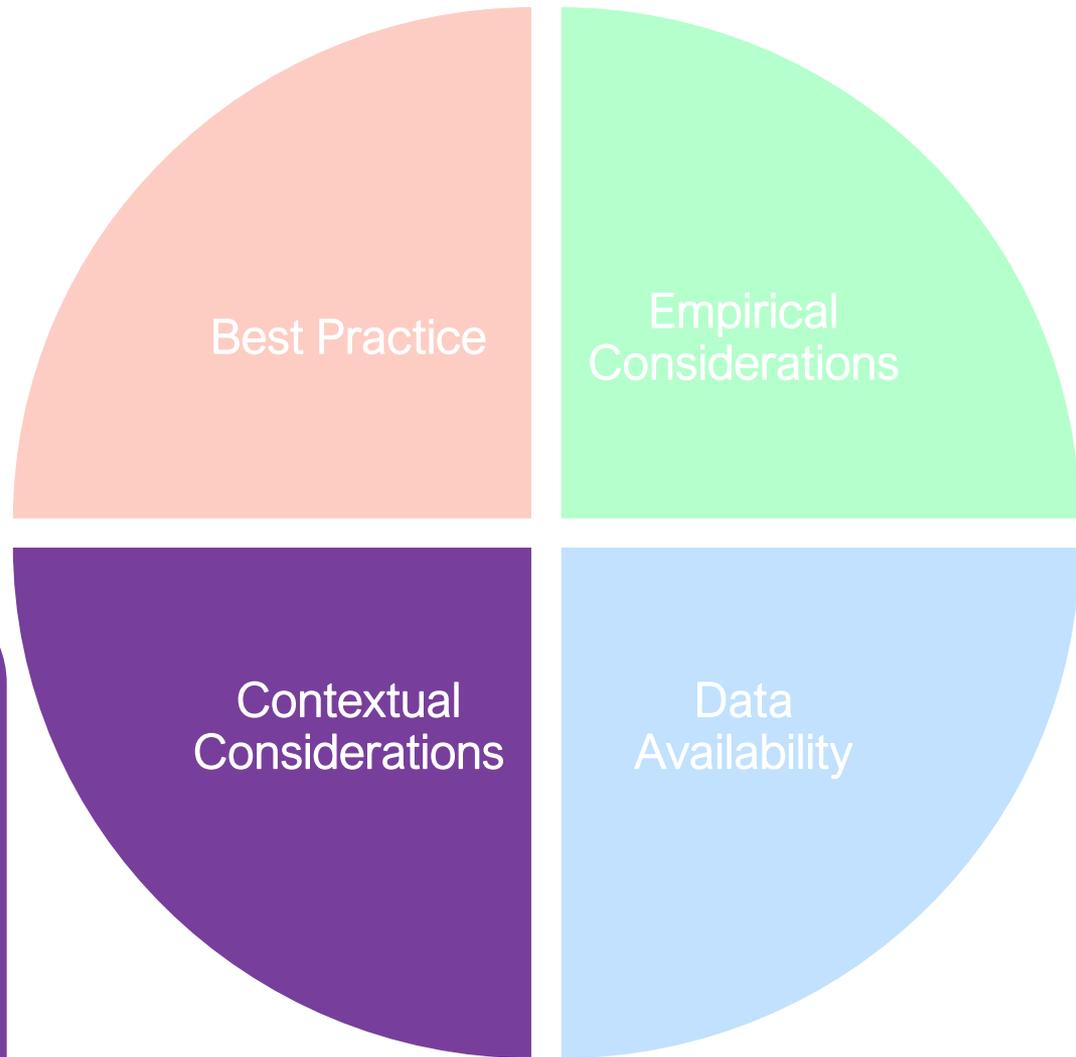


- Small but meaningful set
- Best approximations
- Represents a collective set of Results
- Connected to F5LA's priority systems

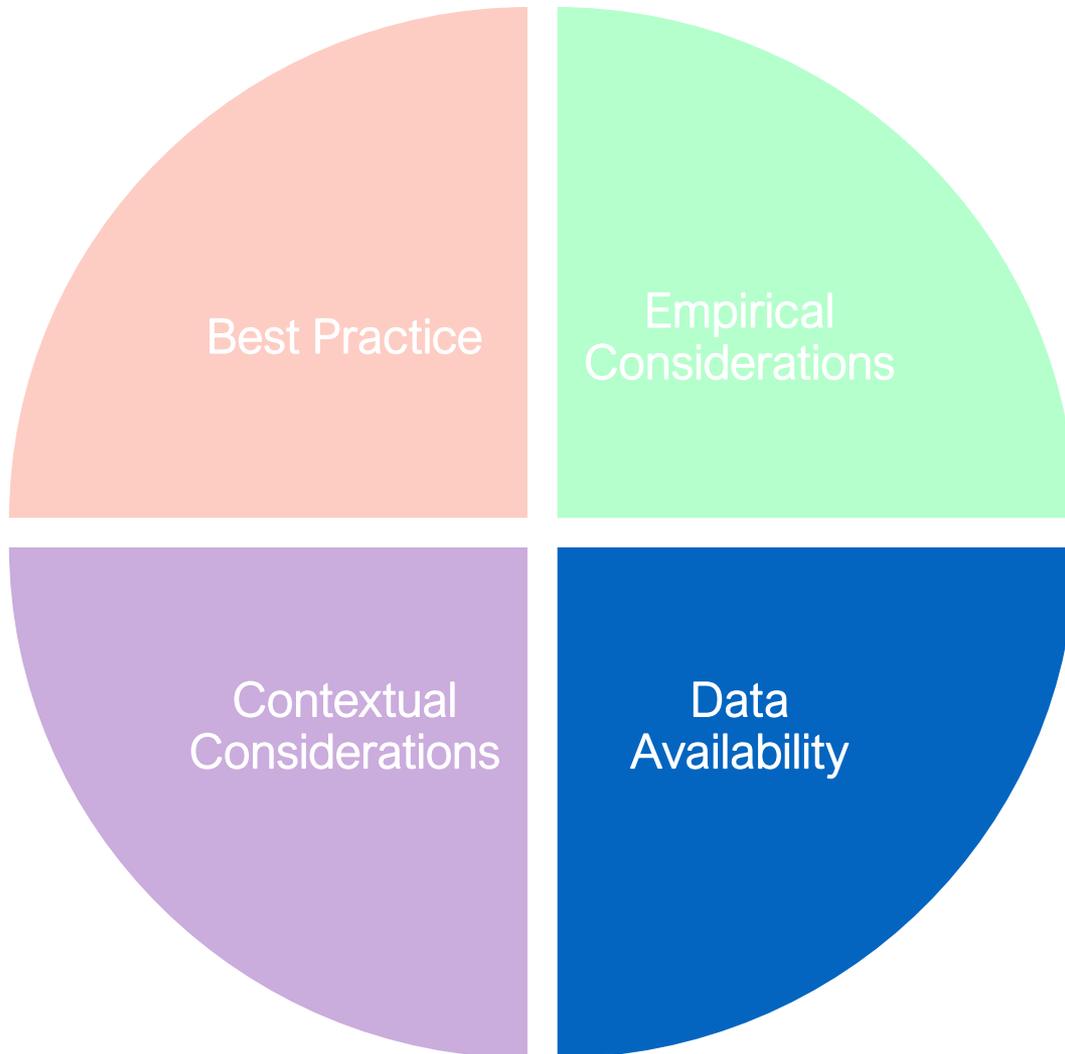




- Validity
- Reliability
- Utility
- Feasibility



- Alignment with policy and advocacy efforts
- Alignment with critical partner efforts.
- Window of opportunity



- Viable data source
- Routinely available



FAMILY RESOURCES

Families have the resources, opportunities and relationships to optimize their child's development



EARLY INTERVENTION

Children receive early and timely developmental supports and services



CHILD SAFETY

Children are safe from abuse, neglect and other trauma



EARLY LEARNING

Children have high-quality early care and educational experiences



High-Quality Early Care and Education



Publicly Funded Early Care and Education



Early Intervention Services



Average Age of Children in Special Education



Child Protective Services Involvement



Family Engagement With Child



Home Visiting Participation



Participation in Safety Net Programs



Social Support



Access to Parks

**CHILD
CHARACTERISTICS**

**MATERNAL
CHARACTERISTICS**

**FAMILY
RESOURCES**

**COMMUNITY
CHARACTERISTICS**

Significance to
First 5 LA's work

Uniqueness

Alignment with
External
Measurement
Efforts

Data Availability

CHILD CHARACTERISTICS

1. Birth Rate
 2. Infant Mortality Rate
 3. Low Birth Weight
 4. Well-Child Visits
 5. Preventable Injuries
 6. Healthy Weight
 7. Dual Language Learners
 8. Special Education Enrollment
 9. Third Grade Literacy
-

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MATERNAL CHARACTERISTICS

10. Prenatal Care
 11. Postpartum Care
 12. Maternal Depression
 13. Breastfeeding
 14. Educational Attainment
-

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FAMILY RESOURCES

15. Assets at Birth
 16. Children Living in Poverty
 17. Food Insecurity
 18. Children Experiencing Homelessness
-

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FAMILY RESOURCES

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-

COMMUNITY CHARACTERISTICS

19. California Healthy Places Index
 20. Access to Transit
-



Inaugural Indicator Report

What's in the Report?



Purpose and Audiences

Impact Framework Overview

Demographic Profile of L.A. County Children and Families

Results Indicators

Contextual Indicators

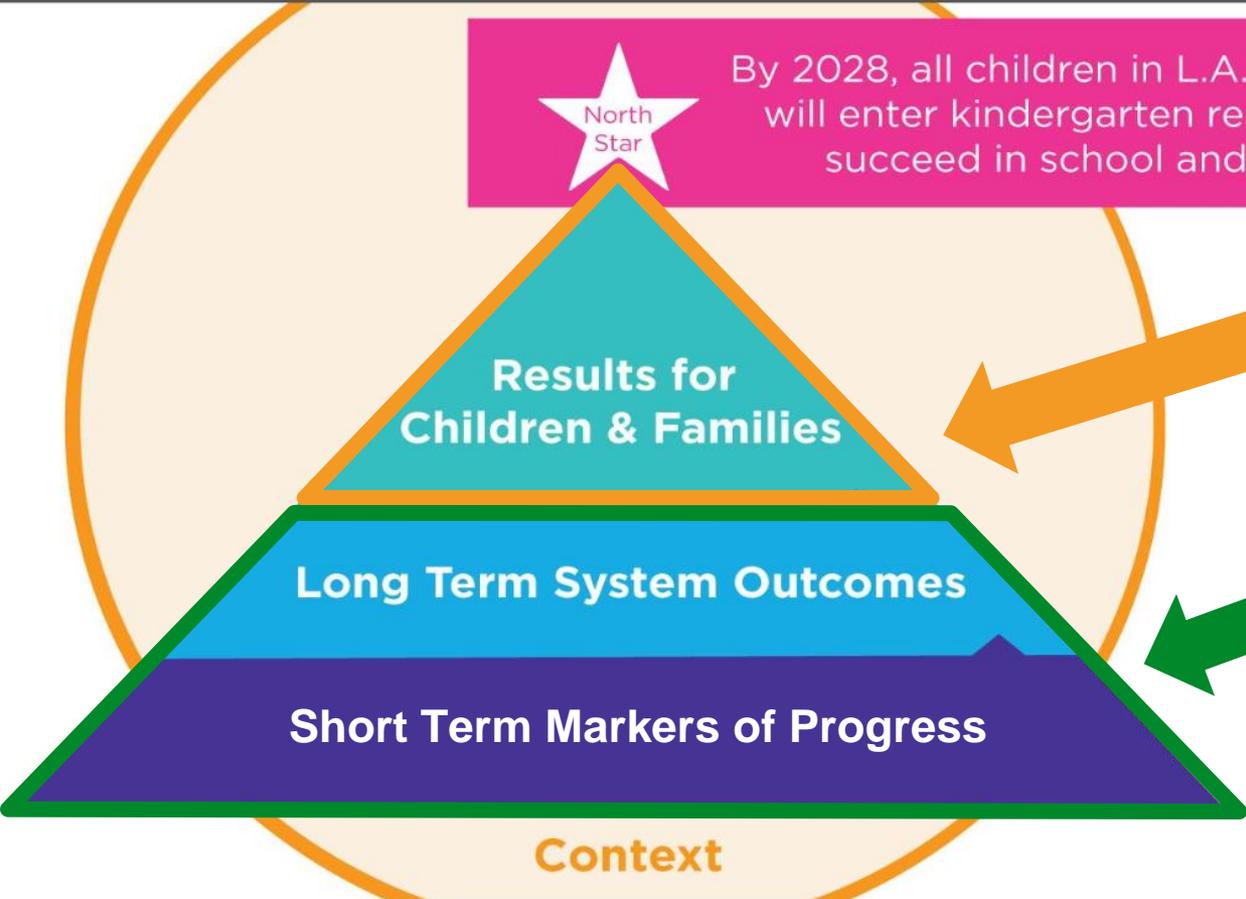
Summary of Key Findings

Cover Letter with Call to Action

IMPACT FRAMEWORK INDICATORS



North Star
By 2028, all children in L.A. County will enter kindergarten ready to succeed in school and life

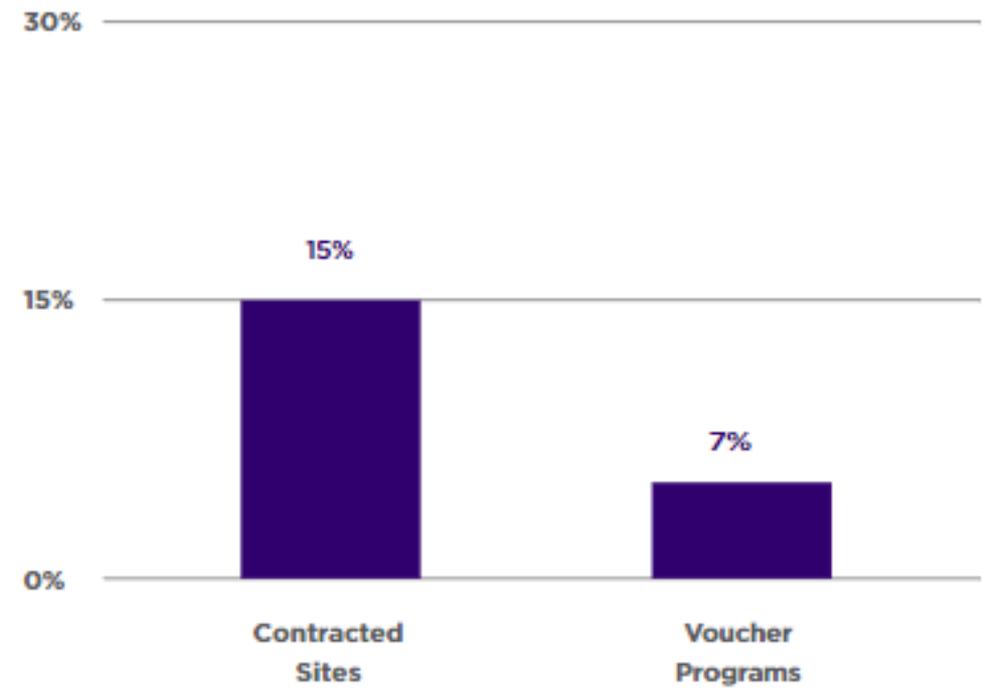


Child & Family Conditions

System Conditions

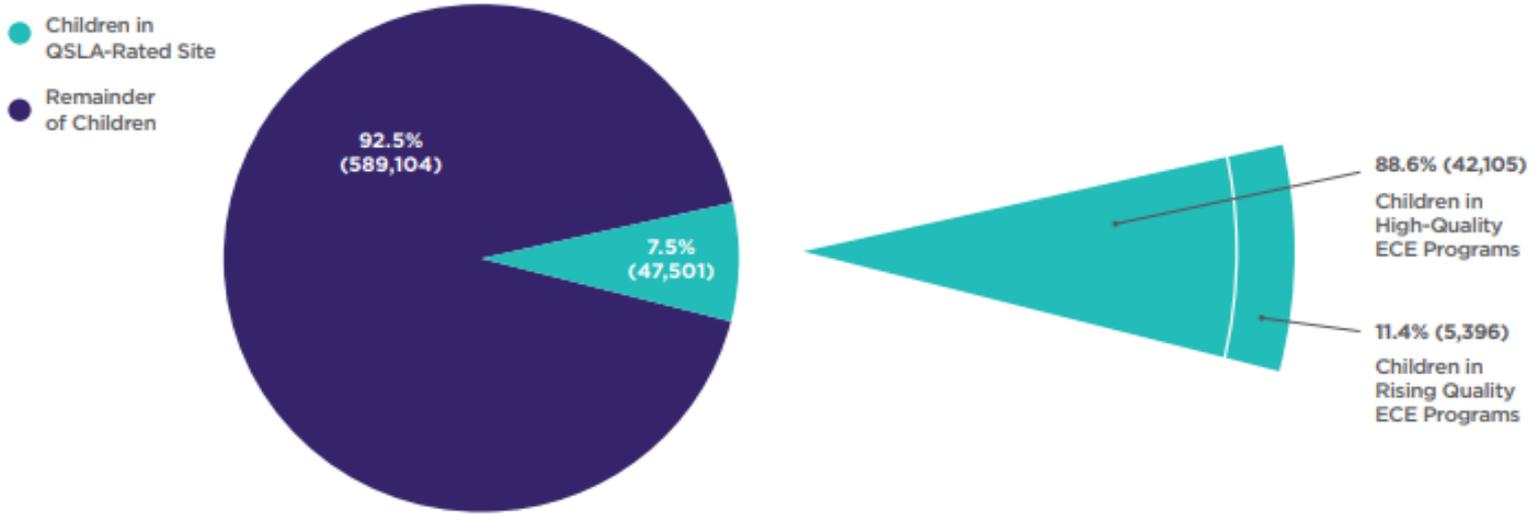
ENROLLMENT OF ELIGIBLE CHILDREN IN PUBLICLY FUNDED ECE IS LIMITED

Percentage of Eligible Los Angeles County Children Enrolled in Publicly Funded Early Care and Education Programs by Type, 2019



PERCENTAGE OF YOUNG CHILDREN IN A QSLA-RATED PROGRAM IS LOW

Percentage of Los Angeles County Young Children Attending a QSLA-rated ECE Program and Percentage that are High-Quality or Rising Quality, 2018-19





What is the data telling us? What is it **not** telling us?

What other data related to the ECE indicators are you aware of?

How does the data align with the work of the CCPC?

What can CCPC do to help?

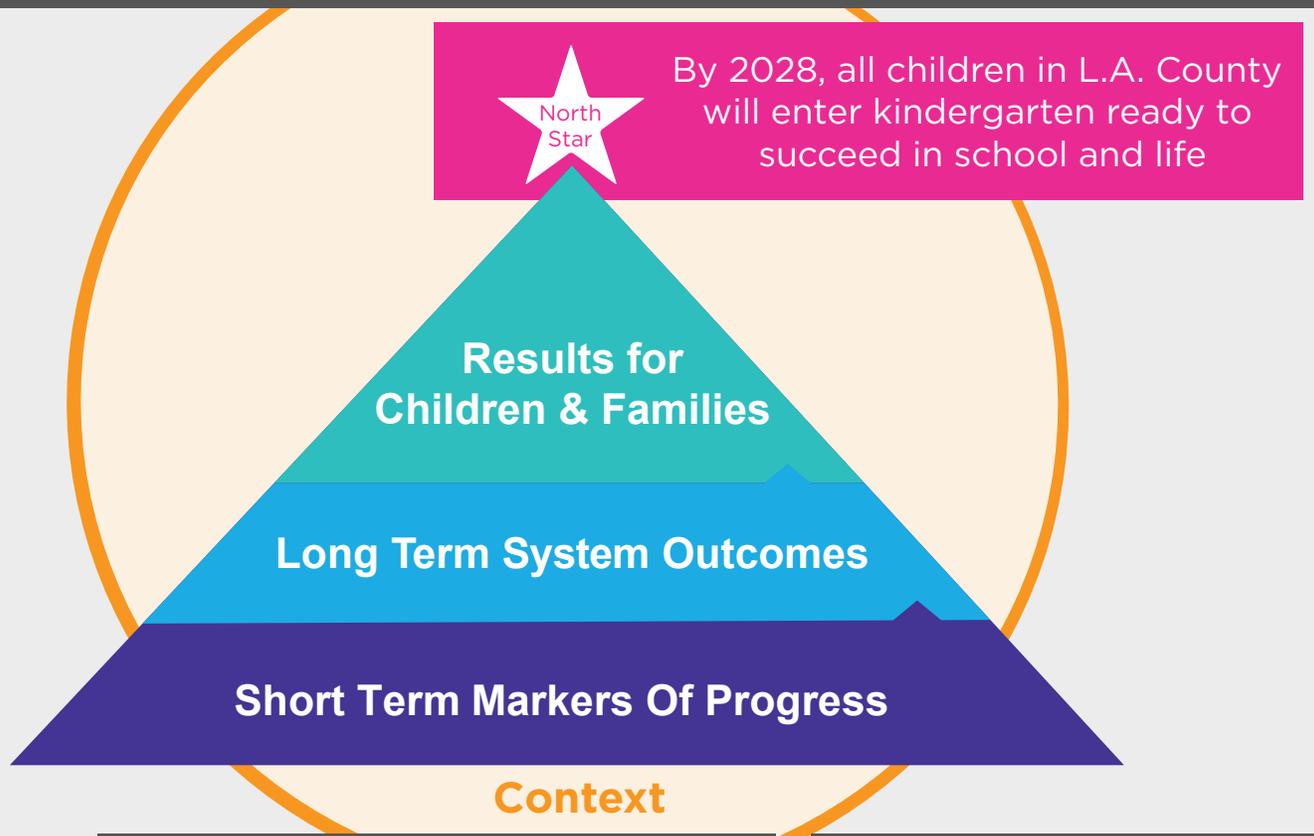
A woman with long dark hair and sunglasses is laughing joyfully, her mouth wide open. She is sitting on a grassy field with two young boys. One boy, wearing a plaid shirt, is looking towards the camera with a slight smile. The other boy, wearing an orange shirt, is lying on his stomach on the grass, also laughing with his mouth open. The background is a soft-focus green field.

**Thank
you!**

The logo for 'first 5 la' is located in a white circle. It features the text '1st' in a blue circle, a hand icon in a blue circle, and 'LA' in a green circle, all above the text 'first 5 la' in a bold, dark blue font. Below this, the tagline 'Giving kids the best start' is written in a smaller, lighter blue font.

1st LA
first 5 la
Giving kids the best start

IMPACT FRAMEWORK INDICATORS



Types of Indicators	What They Are	How We Will Use Them
Results for Children and Families	The child and family conditions that reflect progress towards the North Star	To gauge how well systems are working for children and families
Long Term System Outcomes	The improvements needed in systems so that they work for children and families	To measure the progress of our systems change strategies
Short Term Markers of Progress	The early improvements in systems expected from our strategies	To guide course-correction as early markers of progress
Context	Conditions within L.A. County which affect our work	To understand our context and inform our strategies

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COUNTY OF LOS ANGELES



POLICY • PLANNING • PRACTICE

Meeting Minutes – October 7, 2020

Members in Attendance (43)				
Parents	ECE Program	Community Agency	Public Agencies	Discretionary
Alejandra Berrio	Norma Amezcua	Avital Etehad for Tamar Andrews	Eileen Carrillo-Lau	Christina Acosta
LaRae Cantley	Rocio Bach	Lisa Cain-Chang	Dr. Melita Ferguson	Kevin Dieterle
Jessica Chang	Andrea Fernandez	Samitha Givens	Robert Beck for Nora Garcia-Rosales	La Tanga Hardy
Cathy Coddington	Nicole Lopez	Maria Harris	Angela Gray	Toni Isaacs
Crystal Jones	Micha Mims	Aolelani Lutu	Ana Lopez	Kelly O’Connell <i>1st Supervisorial District</i>
Nellie Ríos-Parra	Deborah Paratore	Ariana Oliva	Osvaldo Colin for Maria Mora	Dianne Philibosian <i>5th Supervisorial District</i>
Ernesto Saldaña	JoAnn Shalhoub-Mejia	Kathy Schreiner	Gabriel Muñoz	Sarah Soriano <i>4th Supervisorial District</i>
	Lisa Wilkin	Edilma Serna	Cherise Roper	Julie Taren <i>3rd Supervisorial District</i>
		Victoria Tarango		Cecelia Urrea
		Veronica Torres		
		Laurel Murray for Jana Wright		

Guests and Alternates: Alejandra Albarran Moses – City of Long Beach/DHHS, Debra Allen – Department of Public Health, Regina Angelo-Tarango – Alternate for Ana Lopez, Taylor Barrington – WestEd/PITC, Yecenia Cardenas – Think Together, Yolanda Carlos – Alternate for Toni Isaacs, Fran Chasen – Alternate for Julie Taren, Jennifer Cowan – Connections for Children, LaShell Diggs – Long Beach Unified School District/Head Start Programs, Humberto Estratalán – Unite LA, Mark Funston – Lakeshore Learning, Jessica Guerra – Child Care Alliance of Los Angeles, Monica Hernandez – Alternate for Edilma Serna, Shoghig Khadarian – California Department of Social Services/Community Care Licensing Division, Terry Kim – Children’s Institute, Marcella McKnight – Opportunities Exchange, Ofelia Medina – First 5 LA, Keisha Nzewi – California Child Care Resource and Referral Network, Laura Ramirez – Child360, Joyce Robinson – Opportunities Exchange, Gina Rodriguez – Alternate for Kevin Dieterle, Giselle Navarro-Cruz – Alternate for La Tanga Hardy, Anna Reyner – Creative Play LA, Ancelma Sanchez – Alternate for Lisa Wilkin, Jessica Spica – Lakeshore Learning, Fiona Stewart – Alternate for Christina Acosta, Ed Sudario – Child360, Laila Taslimi – Untitled No. 1, Sally Valenzuela – Alternate for LaRae Cantley, and Emma Watson – Alternate for Ernesto Saldaña

Staff: Michele Sartell, Debra Colman, Erica Weiss

1. Welcome and Introductions

Julie Taren, Chair, opened the Child Care Planning Committee (Planning Committee) meeting at 12:04 p.m. She reviewed the housekeeping items for participating in the virtual meeting and then reviewed the meeting agenda. She commented on the ambitious agenda designed to be thought provoking and engaging. Julie noted that COVID-19, in addition to impacting the operations of early care and education services, has unleashed and elevated racial inequities locally as well as across

the state and the nation. She added that the impact of COVID-19 has been experienced most direly in low-income communities with fewer resources, and hitting communities of color, particularly Latinx and African American in greater numbers. These issues will continue to inform the work of the Planning Committee, from the dual lens of COVID-19 and racial justice/equity.

Julie called upon each member/alternate and guest for self-introductions. Julie read the vision and mission statements that are shared with the Office for the Advancement of Early Care and Education and the Policy Roundtable for Child Care and Development.

2. Approval of Minutes – September 2, 2020

Ernesto Saldaña, Vice Chair, reviewed the minutes from September 2, 2020 and asked for a motion to approve. Veronica Torres made the motion to approve the minutes; La Tanga Hardy seconded the motion. The motion on the minutes passed with abstentions from Norma Amezcua, Angela Gray, and Ariana Oliva.

3. Advancing Racial Justice in Early Care and Education During COVID-19 and Beyond

By way of introduction, Ernesto mentioned that he first heard Keisha Nzewi, Policy Director with the California Child Care Resource and Referral Network (CCR RN), present on a webinar held by ChildCareAware in mid-July. He was impressed with her straight-up approach on racial justice and equity as related to black women and families. Ernesto referred meeting participants to the materials packet for Keisha's bio.

Keisha Nzewi began her presentation that included references to her slide deck by reflecting on her origin story. She added that her presentation would include examples of her work as well as history that illustrates how racism shows up in the early care and education system. Keisha added that her presentation would also address how racism is amplified by the COVID-19 pandemic.

Keisha's full presentation including the slide deck and her script are included in the meeting materials posted on the Office for the Advancement of Early Care and Education website at https://childcare.lacounty.gov/wp-content/uploads/2020/10/CCPC_MtgMaterials_Final_7Oct200.pdf.

Ernesto invited comments, questions from the meeting participants, which are summarized with Keisha's responses as follows:

- What in Sacramento is giving you hope and what concerns you? In June, advocates that had gathered around state budget advocacy used it as an opportunity to become introspective personally and through their organizations. Keisha added that everyone is complicit in allowing white supremacy to serve as the norm. She added that advocates are becoming more forceful around racial justice and equity for early care and education, however fear of moving too fast may inhibit progress.
- What are viable solutions to overcome historical racism in existing policies and systems? We must burn it all down and make the system work as intended. The myth of the welfare queen also exists in child care policy. Keisha referenced the Clinton crime bill that passed in 1994 that devastated families and communities. Keisha suggested an "un-design" of the system and then rebuild/recreate one that relies on the expertise of people closer to children – actual providers and parents. She added that none are quick fixes. A couple of solutions she offered include eliminating family fees for subsidized early care and education services and, with respect to Quality Counts California (QCC), stop rating programs.

- Many of the meeting participants thanked Keisha verbally or in the chat for her insights and perspectives, with one participant suggesting that high quality needs to be refined on an individual basis for the provider and the facility, then extend to a broader perspective for the community. Keisha responded that it has been an extreme privilege to speak out and receive the supported of her boss and be part of a family that would be okay if she lost her job. She stated that she does not take her privilege lightly.
- Another meeting participant expressed appreciation for the context of the meeting and its impact on her thinking. For example, children of color from communities of color have different needs. She added that a paradigm shift is needed to one that is restorative of children and families and includes financial investments to support this work. Keisha responded with the perception of home-based providers and that it is the poor subsidizing the poor. She added that California has put lots of money into quality, but it does not necessarily go to where it would be most helpful. She added that the local child care resource and referral agencies provide trauma informed training. Parents to not have access to these training, yet they are balancing putting food on the table and paying their bills. Early care and education should be universal, beginning at birth, at the same time parents should not be forced back to work once their child is born. The best place for infants is to be home with their parent(s).
- Lots of gratitude for the conversation. Shifts and helps frame how we think about quality. Keisha commented that the shift in conversation is “no more about us without us!” with respect to quality. She referenced the letter from CRRN, Child Care Law Center and Parent Voices addressing the quality rating and improvement system as racist, which touches upon the money being made by the entities that have created the assessment tools. Consequently, she thinks “back to white folks talking about domestic workers and doing the work out of love”. Keisha added that the tools were originally created for providers who speak English, and therefore are biased against those whose primary language is other than English.

Additional discussions in the chat were as follows (note that not all comments are included as some were simply a direct response in support of an earlier point made):

- This is helpful framing and a lot to think about given our own work in quality improvement. I think you really summed up well why that is such a loaded term, even though on its face it is meant to be a good thing. What is more important to me is that providers, in all settings, have access to resources to help them care for children and resources so children can thrive in their care. I think you are very right – the notion of high quality is inextricably linked with policies and practices rooted in white supremacy and the devaluation of child care work more broadly. I appreciate your insights and we definitely have a lot to do to create a more equitable system.
- This is the time to call out the inequities and racism and draw attention to early care and education as the key element to a healthy economic recovery! Thank you for this!
- As providers, we need to be beware of our supremacist messages to parents that we know what is best for your child, while still being (in fairness to our expertise) considered a knowledge base about child development, school systems as they currently function, and of course as visionaries for what systems can look like in a just, children-rights society.
- I think one thing we can do is disentangle the notion of "rating" from "quality." And we also should reconsider tying our notion of quality that requires material supports (money, materials, etc.) if we are not able to provide them to providers. Another possible way is to quit using assessments not designed for multicultural/multilingual/non-English speaking environments, etc. I think there are many things we can do, but we need to fundamentally shift our mindset and center the field in development of quality supports. I know our heart has been in the right place, but there's so many fundamental inequities within the system that we really need to think deeply about the implications of what we do.
- Un-design and then newly design!!! Love that idea!!! We can do it together!!! California for ALL!

- In response to previous chat, we can do it together if we share the same values, and I think we do – we all want our children to thrive and have opportunity, and we want the providers that serve them to be able to do the same.
- Thank you so much – I really appreciate everything you are saying and relate to what you have shared. I recently started to look more into what high quality means to others (I just published an article about this...*Quality preschool as defined by Latina mothers: A qualitative study using a Funds of Knowledge Framework*). As a mother and researcher, I believe we need to be careful about how we define high quality.
- I also think there is a new level of consciousness on these issues which creates a new window of opportunity for bold, innovative solutions. Someone said recently "no more about us without us" and it speaks to the need to center the lived experiences of those working in the field as we develop a more equitable quality improvement system.
- I think how we define success and 'desirable' outcomes (rooted in White supremacy) drastically narrows the definition of quality.
- Thank you for stating that quality comes from the parent.
- Some places in the United States are using the term home educators instead family child care, which elevates the work that folks do daily with children. Terminology matters!
- Parents need to be considered in the quality process.
- All rating systems and textbook companies can be tied back to close relationships with a past public policy person and people in the top one percent of our people in the country! This is political...
- Good point, textbooks and assessment tools are not written with children of color in mind.
- I think it's both and... Yes, it's true that the profit motive in assessment tools perverts a public good and speaks to a larger move toward privatizing public services that has been happening for a long time. But they were also the only empirically valid tools, which the state felt was important. But obviously there are far more limitations to these tools that really call into question how appropriate/ethical/equitable it is to use in Los Angeles County early learning and care settings.
- Thank you for sharing "no more about us without us". We must stop telling folks what they need and listen to what they tell us they need and how they see quality, services, support, and their family needs--parents, providers, and staff at centers. Let's stop working from the top down and engage the voices of everyone affected by the early care and education system.

Ernesto thanked Keisha for her presentation and the meeting participants for their courage and boldness to engage in critical, yet uncomfortable conversations. He also thanked Keisha for her work in Sacramento and her charge that it begins with us. Ernesto also found inspiration by tracking the back and forth feedback in the chat.

4. Work Group Discussion: Identifying Priorities

Julie reminded participants of last month's meeting discussion on experiences in working with and on behalf of children and families during the pandemic under public health guidance. Since the last meeting, invitations were sent to members and alternates to sign up for a work group. Julie announced each of the work groups and, with gratitude, the co-chairs of each work group as follows:

Access/Inclusion - Alejandra Berrio and Ariana Oliva

Joint Committee on Legislation – Emma Watson on behalf of the Planning Committee and Dean Tagawa representing the Roundtable

Governance – Nicole Lopez and JoAnn Shalhoub-Mejia

Workforce – Andrea Fernandez and Samitha Givens

Julie invited meeting participants to build upon last month's conversations by brainstorming and prioritizing areas of focus for two of the work groups – access/inclusion and legislation. She added that ideas are welcome for the workforce work group with the added note that this work group will be working jointly with the QSLA Workforce Development Committee on the Workforce Pathways LA element focused on workforce systems improvement.

Michele recorded the suggestions for the work groups on the matrix shared during the meeting. The matrix capturing the ideas is included as an attachment to the minutes.

5. Announcements and Public Comment

Ernesto reminded members, alternates and guests to send their announcements to Michele for distribution via e-mail. He then invited public comment.

- First 5 LA released its report, *Pathway to Progress: Indicators of Young Child Well-Being in Los Angeles County*, which documents the conditions of children for assessing progress on the implementation of the 2020-2028 Strategic Plan. See <https://www.first5la.org/article/pathway-to-progress-indicators-of-young-child-well-being-in-los-angeles-county/>.
- City of Los Angeles will be releasing its announcement for its COVID-19 Child Care Provider Grant Program next week. Applications are due October 22, 2020. More information is available at <https://laecefund.org/>.
- The Policy Roundtable for Child Care and Development meets virtually the second Wednesday of each month from 10:00 a.m. to 12:00 p.m. This month, Dr. Ashley Williams and Sean Doocy of the Center for the Study of Child Care Employment will be presenting and engaging in a conversation with the Roundtable meeting participants on the impact of the COVID-19 pandemic on the early childhood workforce. Meetings are open to the public and anyone interested in attending and/or being added to the Roundtable listserv were invited to contact Michele on chat or by e-mail. Meeting information also is posted on the Office for the Advancement of Early Care and Education at <https://childcare.lacounty.gov/prccd/#1473958079927-2d068513-1824>.
- The California Department of Social Services is hosting quarterly Child Care Transition Stakeholder meetings. The next meeting is scheduled for October 29, 2020 from 10:00 – 11:30 a.m. Registration is required. The notice regarding the stakeholder meeting was forwarded via e-mail to the Office for the Advancement of Early Care and Education listserv this morning. CDSS also has created a web page specific to the transition; see <https://cdss.ca.gov/inforesources/cdss-programs/calworks-child-care/child-care-transition>.

6. Adjournment

The meeting was adjourned at 1:59 p.m.

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**Local Child Care and Development Planning Councils
 Agency Annual Report**

Instructions for form completion are on page 2.

Agency Name County of Los Angeles Board of Supervisors	Vendor # 19-2419-00-9	Contract Type CLPC	Date Agency Self Evaluation Completed November 4, 2020
Name of annual report contact person and telephone number Michele P. Sartell		Date of current Needs Assessment 2016-2017	Date of current Comprehensive Plan 2020-2025
<p>Annual report process description: The Child Care Planning Committee (Planning Committee) – Los Angeles County's local child care and development planning council – has assigned preparation of the Summary of Self Evaluation Findings to its Governance Work Group. On September 17, 2020, the Governance Work Group met virtually via Microsoft Teams to review each of the key dimensions in reference to the corresponding California Education Codes. The Governance Work Group found the Child Care Planning Committee compliant in all seven areas for Fiscal Year (FY) 2019-20.</p> <p>The Governance Work Group presented their findings documented on the Summary of Evaluation (Form CD 2935) on November 4, 2020 to the full Planning Committee membership comprised of 50 members representing parents/consumers, early educators, community-based and public agency representatives, child care resource and referral agencies, institutions of higher education and direct Board of Supervisor appointees. The Planning Committee unanimously approved the findings.</p> <p>The Planning Committee's <i>Policies and Procedures</i> addresses all of its operations including the fulfillment of mandates as provided in the sections pertaining to the local child care and development planning councils of the California Education Code. The document is reviewed every two years and updated as needed by the Governance Work Group. Revisions to the <i>Policies and Procedures</i> are submitted for approval to the full membership of the Planning Committee. The last review of the Policies and Procedures was completed in May 14, 2020 without changes. The Governance Work Group plans to review the document within the next month to develop and propose language pertaining to virtual meetings due to a public health or other unforeseen crisis in addition to other updates as needed for consideration by the Planning Committee. A copy of the revised <i>Policies and Procedures</i> will be submitted to the California Department of Education once approved by the Planning Committee.</p>			
Statement of Completion I certify that an agency Self Evaluation has been completed by this agency on the date specified above and that the appropriate review instrument(s) was/were used.		Signature of Authorized Agency Representative	Date
At least one LPC Representative who participated in the agency's completed self evaluation process (described above) must sign this document.		Signature of LPC Chairperson or Representative	Date 11/4/2020

Directions for Completing and Submitting the Agency Annual Report

Prepare this form for the LPC contract your agency administers, include:

- Legal Name of Agency
- Vendor Number
- Date Agency Self Evaluation Completed
- Name of Contact Person and Telephone Number
- Date of Current Needs Assessment
- Date of Current Comprehensive Child Care and Development Plan
- Describe the annual report process and who participated in the process. Describe the role and level of participation and contribution by parents, staff, Board of Supervisors, Superintendent of Schools and your LPC council members in the self evaluation process. Include the start and completion date of your self evaluation and annual report process. Include information regarding update of the LPC Program Coordinator and LPC member handbooks to reflect the new requirements and documentation of the new self evaluation process.
- Signature and date provided by authorized agency representative.
- Signature and date provided by participant LPC chairperson or LPC representative.

Note: Form CD 2934 requires the signature of one LPC chairperson or designated LPC representative who actually participated in the annual process.

Attach the Summary of Self Evaluation Findings (CD 2935) to this form and mail to:

Early Education and Support Division
California Department of Education
1430 N Street, Suite 3410
Sacramento, CA 95814-5901

**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: County of Los Angeles Board of Supervisors Vendor Number: 19-2419-00-9

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

Telephone Number: 213.639.6239 (office); 323.594.1244 (mobile) Dates Reviewed: 11/4/2020

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	

