



**Wednesday, January 6, 2021 • 12:00 p.m. – 2:00 p.m.**

[Join Microsoft Teams Meeting](#)

Conference Call In: 323.776.6996; Conference ID: 427 999 641#

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

### **AGENDA**

- |             |  |                    |
|-------------|--|--------------------|
| 1.<br>12:00 | Welcome and Introductions<br>▪ Opening Statement and Comments by the Chair | Julie Taren, Chair |
|-------------|--|--------------------|

#### **A. Consent Calendar**

*The matter is approved by one motion, unless held.*

- |             |   |  |
|-------------|---|--|
| 2.<br>12:15 | Approval of Minutes<br>▪ December 2, 2020 | <b>Action Items</b><br><br>Ernesto Saldaña, Vice Chair |
|-------------|---|--|

#### **B. Meeting Matters**

- |             |   |   |
|-------------|---|---|
| 3.<br>12:25 | QSLA Developmental Evaluation: Findings, Recommendations and Opportunities              | Celia Gomez – RAND Corporation, Liz Guerra – Los Angeles County Office of Education, and Kevin Dieterle, First 5 LA |
| 4.<br>1:25  | Master Plan on Early Learning and Care Briefing –<br><b>POSTPONED TO FUTURE MEETING</b> | Michele Sartell, Staff  |
| 5.<br>1:50  | Announcements and Public Comment  | Ernesto Saldaña   |
| 6.<br>2:00  | Call to Adjourn   | Julie Taren   |

#### **Next Meeting – Wednesday, February 3, 2021**

Virtually via Microsoft Teams

**General Meeting:** 12:00 – 12:45 p.m.

**Public Hearing – LPC Local Funding Priorities:** 12:50 – 2:00 p.m.

#### **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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# COUNTY OF LOS ANGELES



POLICY • PLANNING • PRACTICE

## Meeting Minutes – December 2, 2020

Members in Attendance (44)				
Parents	ECE Program	Community Agency	Public Agencies	Discretionary
Alejandra Berrio	Norma Amezcua	Lisa Cain-Chang	Anne Blackstock-Bernstein	Christina Acosta
LaRae Cantley	Rocio Bach	Liliana Sanchez for Samitha Givens	Eileen Carrillo-Lau	Kevin Dieterle
Jessica Chang	Andrea Fernandez	Maria Harris	Dr. Melita Ferguson	La Tanga Hardy
Cathy Coddington	Angela Gray	Aolelani Lutu	Nora Garcia-Rosales	Toni Isaacs
Crystal Jones	Nicole Lopez	Ariana Oliva	Ana Lopez	Kelly O'Connell <i>1<sup>st</sup> Supervisorial District</i>
Nellie Rios-Parra	Micha Mims	Kathy Schreiner	Osvaldo Colin for Maria Mora	Dianne Philibosian <i>5<sup>th</sup> Supervisorial District</i>
Ernesto Saldaña	JoAnn Shalhoub-Mejia	Monica Hernandez for Edilma Serna	Gabriel Muñoz	Sarah Soriano <i>4<sup>th</sup> Supervisorial District</i>
Sachin Sangani	Lisa Wilkin	Victoria Tarango	Cherise Roper	Julie Taren <i>3<sup>rd</sup> Supervisorial District</i>
Magdalena Pereya for Delia Vicente		Veronica Torres		Cecelia Urrea
		Jana Wright		

**Guests and Alternates:** Ranae Amezcua – Alternate for Cherise Roper, Regina Angelo-Tarango – Alternate for Ana Lopez, Yecenia Cardenas – Little Tokyo Service Center, Helia Castellon – Alternate for Cecelia Urrea, Carolyn Crolotte – Early Edge California, Liliana Delgadillo, LaSchell Diggs – Long Beach Unified School District Head Start, Mariel Doerfel – Child360, JunHee Doh – Advancement Project California, Carol Galán, Marcella McKnight – Early Learning Alliance, Giselle Navarro-Cruz – Alternate for La Tanga Hardy, Eli Pessar – Child360, Ancelma Sanchez – Alternate for Lisa Wilkin, Fiona Stewart – Alternate for Christina Acosta, Ed Sudario – Child360, and Sally Valenzuela – Alternate for LaRae Cantley

**Staff:** Michele Sartell, Debra Colman, and Erica Weiss

### **1. Welcome and Introductions**

The meeting was called to order at 12:00 p.m. Michele Sartell, staff to the Child Care Planning Committee (Planning Committee), read the standardized opening statement pertaining to the conducting of the virtual meeting. Michele invited Andrea Fernandez to read the vision statement and Nellie Rios-Parra to read the mission statement. She then asked Erica Weiss, staff with the Office for the Advancement of Early Care and Education, to take roll of the membership.

Julie Taren, Chair, welcomed members, alternates and guests to the meeting. Julie briefly commented on the continuing spread of the COVID-19 infection and turned the meeting over to Debra Colman, Director of the Office for the Advancement of Early Care and Education, to provide the COVID-19 Status Report: Early Care and Education Outbreaks. Debra reported that the overall increases in COVID-19 outbreaks have been alarming, adding that positive cases are being identified in early care and education programs at increased rates. She noted the role of the Planning Committee in assisting with the coordinated response during the pandemic to ensure the health and safety of children enrolled

in early care and education programs and their families as well as the staff working in the programs. Given the increases, Debra reminded the meeting participants of five key actions to mitigate the spread of COVID-19 as follows:

- Require all staff and children (over 24 months old) to consistently wear their face coverings and ensure they cover their mouth and nose.
- Remain vigilant with health screenings with reminders to staff and families that self-screenings should occur before arrival and then again upon arrival to the program site.
- Early educators should remain with their assigned cohort of children, which means limiting/prohibiting moving across classrooms.
- Encourage staff to make changes in their personal lives to limit their exposure per public health guidelines outside of work.
- Attend the telebriefings targeted to early care and education programs.

As a resource, meeting participants were directed to <http://ph.lacounty.gov/acd/ncorona2019/EducationToolkit/ECE/> to access the Early Care & Education COVID-19 Toolkit.

## **2. Approval of Minutes – November 4, 2020**

*Ernesto Saldaña, Vice Chair, reviewed the minutes from November 4, 2020 and asked for a motion to approve. Norma Amezcua made the motion to approve the minutes; Andrea Fernandez seconded the motion. The motion on the minutes passed with Cathy Coddington and Micha Mims abstaining.*

## **3. Policies and Procedures Revisions**

Nicole Lopez, Co-chair of the Governance Work Group (work group), presented the proposed revisions to the Planning Committee Policies and Procedures for consideration and approval of the membership. She reported that every two years, the work group reviews the Policies and Procedures to determine if any updates are required. This year, the work group considered the impact of COVID-19 that required shifting from in-person meetings to virtual meetings with no end date currently in sight. During its review on November 12, 2020, the work group also considered a minor change to reflect Brown Act requirements for recording votes when not unanimous and a requirement by the California Department of Education (CDE) to address the preparation and submission of annual reports and self-evaluations. She referred to the meeting packets for the document that contains the proposed revisions, which also were shared on the screen.

The amendments, highlighted in yellow in the document, are as follows:

- Proposes instituting a consent calendar for non-controversial action items such as monthly minutes and miscellaneous reports to the California Department of Education (see section entitled “Voting on Motions” on page 5); and
- A new section named “Meetings Held By Teleconference” (see page 6). Both sections proposed amendments reflect review and comments by County Counsel.



- A new section called “Annual Report and Self-Evaluation” (see pages 6-7) that addresses the CDE requirement for inclusion in the policies and procedures.

Julie asked for a motion to approve the revisions and then opened to the floor for discussion.

*Dianne Philibosian made the motion to approve revisions to the Child Care Planning Committee Policies and Procedures as written; Veronica Torres seconded the motion. The motion on the revised Policies and Procedures passed unanimously.*

#### **4. Addressing the Immediate COVID-19-related Needs of Dual Language Learners (DLLs) and Their Families**

Julie introduced JunHee Doh of Advancement Project California and Carlyne Crolotte of Early Edge California, referencing their bios included in the meeting packets. Continuing with this year’s theme, Reimagining an Equitable Early Care and Education System for Providers and Families, that prioritizes the Planning Committee work in response to COVID-19 and promotes racial and social justice, she welcomed JunHee and Carlyne prepared to discuss approaches to working with dual language learners and their families under current guidelines for mitigating the spread of COVID-19 and from an equity lens. Julie added that breakout rooms have been added as a feature of Microsoft Teams, so this will be the first venture into testing smaller group conversations in response to the presentation, followed by a brief report back on highlights from those conversations.

Carlyne and JunHee began by expressing their gratitude to the work of the Planning Committee for their ongoing support of children and families across Los Angeles County. Referencing their slide deck entitled “The Dual Language Learner Policy Platform: Informing California’s Early Learning Policies and Investments in 2020-21 and Beyond”, they mentioned that COVID-19 required an urgent response to meeting the needs of dual language learner children and families and therefore has been informing their conversations going forward.

Framing the presentation, they began by discussing who are California’s children, why this is important and offered a definition of Dual Language Learners borrowed from Head Start. They also talked about how culture and language is central to the learning and growth of children. Next, they dove into the policy landscape and the impact of COVID-19, referencing the momentum of federal and state policies that have evolved into support for dual language learners.

The next set of slides referenced by JunHee and Carlyne summarized the policy recommendations for multilingual/multicultural approaches that include responding to immediate needs inclusive of financial support and regulatory flexibility and strengthening systems and infrastructure for long-term success that prioritizes resources for embedding dual language learner content in the Quality Counts professional development strategy framework, providing resources for professional development for coaches and mentors, developing an integrated data system that captures home language and the linguistic profiles of children, and strengthening workforce capacity.

Meeting participants were separated into three work groups to answer the following questions: do these recommendations resonate with you? How might you move these recommendations forward in your context? Are you engaged in any work related to these recommendations? Highlights from the conversations and comments in the chat were as follow:

- With respect to the impact of early intervention services, what is occurring when the family’s home language is not English? Is anyone speaking with the family about the benefits of dual language learning and language acquisition?
- What trainings on dual language learners are available for family, friend and neighbor care?

- The need exists to further embed dual language learning into workforce development that institutes the value of children speaking their primary language in the classrooms and their ability to master multiple languages.
- It was mentioned that Fresno has developed metrics for incorporating dual language learning into their Quality Counts framework.

#### *Chats ~*

- Add items that reflect various cultures in the program environment; invite family members to contribute items to the classroom representative of their culture.
- Vary meals with cultural influences.
- Additional resources listed in the chat:
  - Resources for Supporting DLLs: <https://earlyedgecalifornia.org/dll-resources/>
  - COVID-19 Resources for DLLs: <https://bit.ly/37oKANW>
  - COVID-19 Resources for Families: <https://earlyedgecalifornia.org/coronavirus-resources-for-families/>
  - Distance Learning Webinars w/ DLL Focus: <https://earlyedgecalifornia.org/distance-learning-webinars-from-early-edge-california/>
  - See powerful Critical Race Theory article by Mary Earick, PhD entitled “The Power of Play and Language on Early Childhood Racial Identity in Three U.S. Schools” where she examines racial/ethnic/cultural identity formation of children of color in preschool settings. To access, go to <https://www.tandfonline.com/doi/abs/10.1080/15595691003635955>.

In closing, Carolyn and JunHee reference the final slide for their contact information and thanked the Planning Committee for providing the time and space for the conversations. They are looking forward to ongoing work with the Planning Committee, encouraged by the commitment to equity work, fighting racism, and embracing multiculturalism and language diversity.

### **5. ECE Substitute Teacher Initiative**

Julie introduced Eli Pessar of Child360, referring again to the meeting packets for his bio. Julie commented that during these challenging times, centers and family child care homes have remained open or re-opened to serve children of essential workers and others who have returned to their places of employment as certain restrictions were lifted while following Public Health guidance requiring working with small co-horts of children with assigned consistent early educators. She noted that among the challenges is addressing the need for substitute teachers.

Eli directed meeting participants to his slide deck entitled “Sub360: Child360’s New Workforce Development Program”, which began with a brief background of Child360’s scope of work. He invited the meeting participants to consider his presentation as an invitation to engage in further conversations as partners and collaborators on the Workforce Development Program, which is in its nascent phase. Eli relayed that over the past 16 years, he has been hearing of challenges for meeting the demand for substitute teachers, compounded by no-shows or lack of expertise amongst the existing pool. Child360 led focus groups with substitutes and teachers in the field and found the field lacking with respect to an adequate supply of qualified substitutes.

Piloting substitute services is at the center of the program and critical to understanding the challenges and identifying strategies for advocacy. The approach focuses on growing, retaining and inspiring the workforce by onboarding a cohort model, providing placement training and professional mentorship, offering ongoing access to learning, and dedicating to the substitute experience. Strategically, Child360 is collaborating with colleges to both recruit students into the substitute pool and ensure that they are staying on track to earn their child development permits. Eli next summarized the outcomes of the program to date. He concluded by stating his interest in hearing from agencies interested in collaborating with Child360 to receive substitute services that may lead to hiring the substitutes full-

time. Eli also added the following link for more information in the chat: <https://child360.org/about/sub360/>.

Julie thanked Eli for his presentation, commenting on the relevance of his presentation as workforce issues are being elevated at the policy and programmatic levels.

## **6. 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.

- The next COVID-19 Telebriefing for Early Care and Education is scheduled for Thursday, December 3, 2020 at 2:00 p.m. An e-mail with details on joining the call was sent earlier in the day.
- The Applied Developmental Psychology minor at the University of California Los Angeles (UCLA) is looking for partner organizations that would benefit from having one or more students volunteer remotely 4-6 hours per week, January through March (or through June) in any capacity that would be helpful to the organization, including program or advocacy support; researching and/or writing materials for staff, children or families; assisting with any aspect of grant-writing or fundraising; assessment or evaluation; and/or assistance with direct service provision. It is a highly selective program and the students are stellar – knowledgeable about child development, dedicated to social justice, and professional. According to Anne Blackstock-Bernstein, they would be great assets to any organization. To learn more, please contact Dr. Elisheva Gross, [egross@ucla.edu](mailto:egross@ucla.edu).
- The Joint Committee on Legislation will resume meeting virtually beginning in January – the first meeting is scheduled for January 21, 2021. This is a joint committee of the Planning Committee and Policy Roundtable for Child Care and Development that focuses on federal, state and local policy initiatives as they impact the County of Los Angeles and early care and education services available for Los Angeles County families. Let Michele know if you would like to join the committee to receive the meeting notices.
- On December 1<sup>st</sup>, Governor Newsom released the Master Plan for Early Learning and Care yesterday afternoon. A Stakeholder webinar is scheduled for Thursday, December 3<sup>rd</sup> at 3 p.m. and the Early Learning Policy Council will host a special session on the Master Plan on Thursday, December 10<sup>th</sup> at 2:30 p.m. An e-mail with the link to the Master Plan and information including the links to register for the two events was forwarded yesterday afternoon. The Master Plan executive summary and full report may be accessed at <https://californiaforallkids.chhs.ca.gov/home>.
- On November 3<sup>rd</sup>, the California Department of Education released interim guidance on the distribution of new federal funds to support state subsidized child care and development services. The guidance includes updates on the pending allocations. Agencies holding contracts with the CDE need to pay close attention to the guidance as it includes instructions to not disenroll children and families and adds emphasis to submitting financial reports on time and accurately to receive the funds.
- Infant Development Association trainings are upcoming. Stay tuned for e-mail messages forwarded by Michele for announcements of upcoming events scheduled for December and January.

- Programs that must lay off any ECE staff due to the pandemic and the staff member lives in the City of Los Angeles, please have them call 3-1-1 and ask for WorkSource. They have resources for laid off workers and the Rapid Response team has resources specifically for ECE staff.

## 7. **Adjournment**

Julie thanked everyone for their participation in the meeting and the presentations.

*The meeting was adjourned at 2:02 p.m.*



## **Speaker Bios - January 6, 2021**

### ***QSLA Developmental Evaluation: Findings, Recommendations and Opportunities***

#### **CELIA J. GOMEZ – RAND CORPORATION**

Celia J. Gomez is a Policy Researcher and Co-Director of the Center for Qualitative and Mixed Methods at the RAND Corporation. She has worked as both a researcher and a practitioner in multiple early childhood, K-12 education, post-secondary education, and community-based settings. Her primary research interests focus on the development, implementation, and evaluation of interventions and public policies that promote the well-being of young children and their families. She serves as the Project Director for the Quality Start Los Angeles Developmental Evaluation.

#### **LIZ GUERRA – LOS ANGELES COUNTY OFFICE OF EDUCATION**

Liz Guerra has been a teacher, program developer, grant writer, teacher trainer, coach, and education administrator serving children and families in Los Angeles County for over 25 years. She has extensive experience spearheading innovative systems, tools, and protocols that have contributed to documented positive outcomes for young children, ages birth to five, and their families. Currently, Liz is the program manager of Los Angeles County's Quality Rating and Improvement System, Quality Start LA in the Division of Head Start State Preschool at the Los Angeles County Office of Education (LACOE). Prior to LACOE, Liz worked for the Division of Adult and Career Education in the Los Angeles Unified School District as the Program Planning and Grants Development Specialist. Liz holds a Master's degree of Public Administration from the University of Southern California and a bachelor's in Political Science from the University of California, Santa Barbara.

#### **LIZ GUERRA – LOS ANGELES COUNTY OFFICE OF EDUCATION**

Liz Guerra has been a teacher, program developer, grant writer, teacher trainer, coach, and education administrator serving children and families in Los Angeles County for over 25 years. She has extensive experience spearheading innovative systems, tools, and protocols that have contributed to documented positive outcomes for young children, ages birth to five, and their families. Currently, Liz is the program manager of Los Angeles County's Quality Rating and Improvement System, Quality Start LA in the Division of Head Start State Preschool at the Los Angeles County Office of Education (LACOE). Prior to LACOE, Liz worked for the Division of Adult and Career Education in the Los Angeles Unified School District as the Program Planning and Grants Development Specialist. Liz holds a Master's degree of Public Administration from the University of Southern California and a bachelor's in Political Science from the University of California, Santa Barbara.

#### **KEVIN DIETERLE – FIRST 5 LA**

Kevin Dieterle is a Senior Program Officer in the Early Care and Education Department at First 5 LA, where he oversees several grants in the Early Care and Education portfolio and is working to improve the quality of early learning settings. Prior to his employment with First 5 LA, Kevin served as the Grants Program Manager at the American Educational Research Association (AERA). Previously, Kevin was employed at ICF International where he worked as Deputy Project Director for the Center for Disease Control's School Health Policies and Practices Study 2012 and as a Project Officer for the Administration for Children and Families Responsible Fatherhood program. In addition, Kevin has worked extensively with the U.S. Navy Child and Youth Programs and the National Child Care Information and Technical Assistance Center. Kevin holds a Master of Public Policy degree from Georgetown University and a Bachelor of Science in Human Development from Cornell University.

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## Before we begin...

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# QSLA Developmental Evaluation: Findings, Recommendations, Opportunities

Wednesday, January 6, 2021

**Presented by:**

Kevin Dieterle, Senior Program Officer, First 5 LA

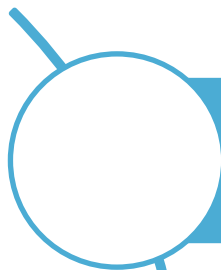
Liz Guerra, QSLA Program Manager, Los Angeles County Office of Education

Celia Gomez, QSLA Developmental Evaluation Project Director, RAND Corporation

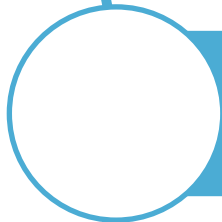


# Presentation Overview

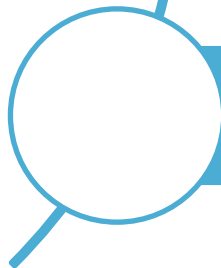
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Orientation to Quality Start Los Angeles (QSLA)



QSLA Developmental Evaluation: findings, recommendations and opportunities



Discussion

# Orientation to Quality Start Los Angeles (QSLA)



First 5 LA



- Fiscal Lead for F5CA QRIS Efforts
- Advisory

Los Angeles County  
Office of Education

- Fiscal Lead for CDE QRIS Efforts
- Outreach & Enrollment
- Assessment w/UCLA support



Child Care Alliance of  
Los Angeles



- Coaching
- Technical Assistance
- Family Education
- Incentives

Child 360

- Coaching
- Technical Assistance
- Professional Development
- Incentives



## QSLA Consortia

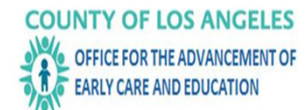
Child Care Planning  
Committee



- Advisory

Office for the Advancement  
of Early Care and Education

- Advisory



PEACH



- Advisory



## Fast Facts

- **806** QSLA Sites
- **3834** Teachers
- **993** Site Supervisors
- **2295** Sessions
- **32** School Districts
- **47,509** children

“I wanted to do something different for the kids. I wanted to be a better place, a safer place. That’s why I am with Quality Start LA.”

Graciela Ceja, Teacher/Owner  
QSLA Participating  
Family Child Care Home

# How is QSLA Evolving?





## QCC Targets set for QSLA

### Fundamental

#### Impact 2020 & QCC

1. New Non CSPP Centers
2. New FCCS

Enrollment Target:  
Current: 100  
Future: 820

### Focused

#### QCC & F5LA Expansion

1. Existing Non CSPP Centers
2. Existing FCCS

Enrollment Target:  
Current: 300  
Future: ≤300

### Comprehensive

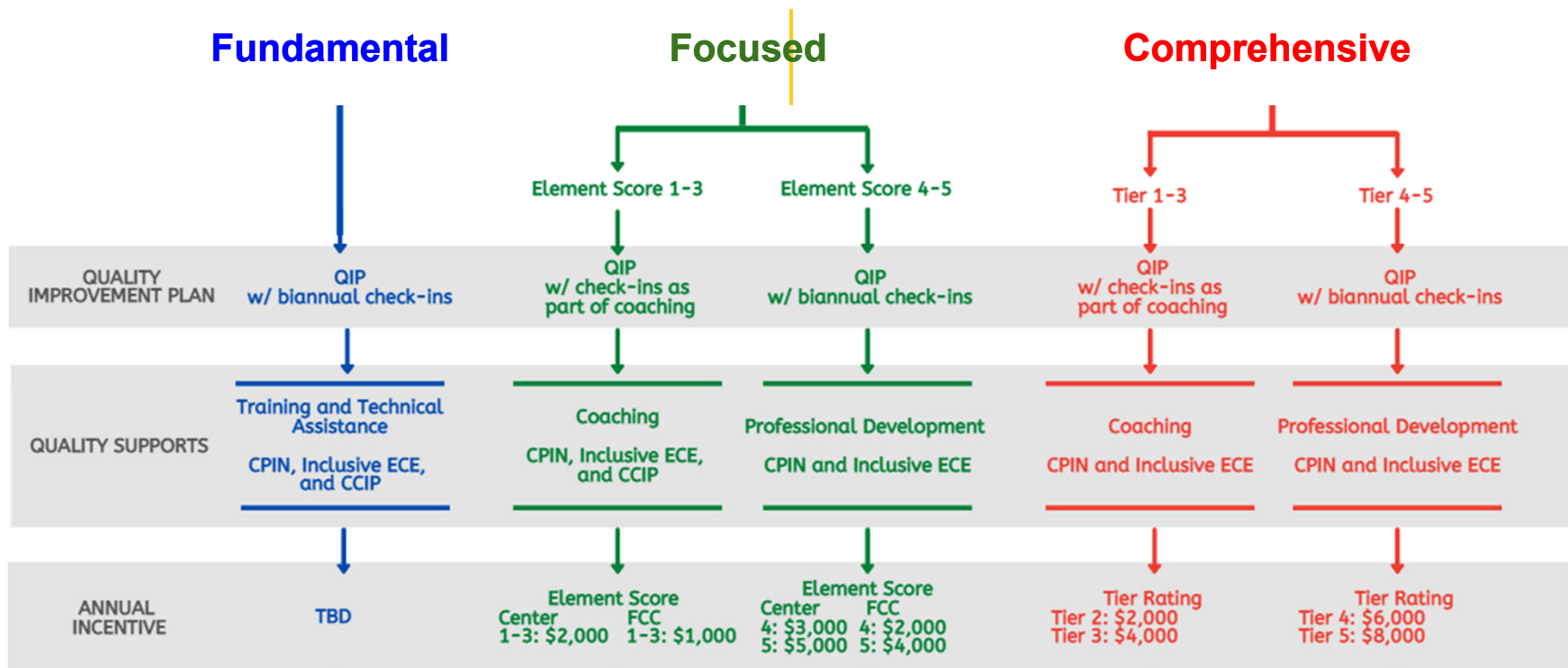
#### CSPP

1. Existing CSPP Centers
2. New CSPP Centers

Enrollment Target:  
Current: 558  
Future: 645



# Quality Improvement Efforts





# QSLA Incentives

	Fundamental All sites	Focused FCCs	Focused Centers	Comprehensive Centers
<b>Welcome Kit*</b>	<b>TBD</b>	<b>N/A</b>	<b>N/A</b>	<b>1 Kit</b>
<b>Participation Stipend*</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>\$2,000</b>
<b>Annual Incentive</b>	<b>\$600</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Quality Improvement Grant**</b>				
Tier/ Element Score 1		<b>\$1,000</b>	<b>\$2,000</b>	<b>\$1,000</b>
Tier/ Element Score 2	<b>N/A</b>	<b>\$1,000</b>	<b>\$2,000</b>	<b>\$2,000</b>
Tier/ Element Score 3		<b>\$1,000</b>	<b>\$2,000</b>	<b>\$4,000</b>
<b>Quality Achievement Award**</b>				
Tier/ Element Score 4		<b>\$2,000</b>	<b>\$3,000</b>	<b>\$6,000</b>
Tier/ Element Score 5	<b>N/A</b>	<b>\$4,000</b>	<b>\$5,000</b>	<b>\$8,000</b>

\* One-time incentive at time of enrollment.

\*\* Menu of options includes classroom materials, conference/training fees, substitute teachers, technology, family engagement and subscriptions/memberships. Funds cannot be used to cover ongoing operational expenses such as payments of mortgage, utilities, rental/lease payments, insurance, or licensing fees.



## QSLA Virtual CLASS Pilot

### October 2020 - November 2020

Research shows that quality teacher/child interactions lead to better child outcomes. It is important to ensure QSLA providers are supported during this unprecedented time in continuing to provide the highest quality interactions.

- ✓ 13 Participants volunteered (10 Centers & 3 FCCs)
- ✓ UCLA dropped off recording equipment and teachers had 3 days to record (4) 20 minute videos representing activities at their site

**Surveys were sent to directors/teachers involved in the pilot for feedback:**

- ✓ Directors overall were excited to participate in this process and open to the option in the future
- ✓ Teachers were nervous to record themselves, but happy to receive PD support

Next Steps: UCLA is finalizing the Virtual Pilot Report and lessons learned will be used for possible future assessments





## Diversity and Equity Statement

Diversity and Equity Statement Quality Start Los Angeles (QSLA) believes that all children deserve the opportunity to learn and grow in a safe, nurturing, and caring environment where their differences are celebrated and their culture, family structure, language, racial identity, gender identity, abilities and disabilities, religious beliefs, and economic status are embraced. To uphold this conviction, QSLA is committed to being a leader in the creation of an anti-racist early learning system that is diverse, inclusive, and reflective of individuals' strengths. Across LA County and beyond, we stand with our communities of color and pledge to always advocate for equity, justice, and dignity for every child, parent/caregiver, and early childhood professional. QSLA commits to working together with the communities we serve to be part of the solution so that educational and structural inequalities are no longer a reality for our children, parents/caregivers, and early childhood professionals, and every child and family has equitable opportunities to experience a happy, healthy childhood and a bright future.



EDUCATION AND LABOR



# QSLA DEVELOPMENTAL EVALUATION

## Coaching Findings and Recommendations

This briefing has not been formally reviewed or edited; it should not be cited or distributed without the authors' permission.



Photo: Jason Sung via Unsplash, CC 2.0

# Today's Agenda

**1**

Overview of QSLA  
developmental  
evaluation

**2**

Findings

**3**

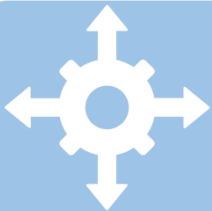
Emerging  
recommendations

# Overview of QSLA developmental evaluation objectives



**Conduct a developmental evaluation of selected QSLA components**

1. Assessment Process and Tier Ratings
2. Coaching



**Purpose:** Determine whether components are feasible, appropriate, acceptable, and being implemented as designed



**Evaluation End Goal:** Help refine and improve the QSLA model

# QSLA coaching research questions



1. How closely do the implemented Program Coaching dosages match the prescribed dosages and program design?
2. What does Program Coaching look like throughout the course of the year? What are its various phases?
3. In what ways are site directors and other administrators, and assistant teachers involved in Program Coaching?
4. How did programs experience coaching? To what extent are coaches perceived to be available and knowledgeable by programs?
5. Are providers open to virtual coaching? What do providers perceive to be potential benefits and challenges of virtual coaching?
6. What is the landscape of other programs providing coaching services to early learning providers in Los Angeles County? What does this coaching consist of? Who receives these coaching services?

# Research methods



**Provider survey**  
Early learning providers  
April – May 2019



**Administrative data analysis**  
Analysis of coaching logs  
July 2019 – February 2020



**Interviews and focus groups**  
QSLA coaches and early learning providers  
February 2020 – March 2020



**Coaching landscape analysis**  
Analysis of coaching services in L.A County  
February – June 2020





# Program Coaching

2

Findings



18

Photo: Andrew Ebrahim via Unsplash, CC 2.0



# QSLA program coaching model



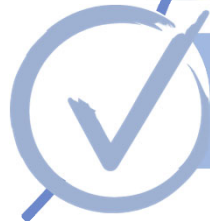
Program Coaching focuses on quality improvement in order to create supportive learning environments



The coaching model is research-based and reflects best practices in the early childhood field

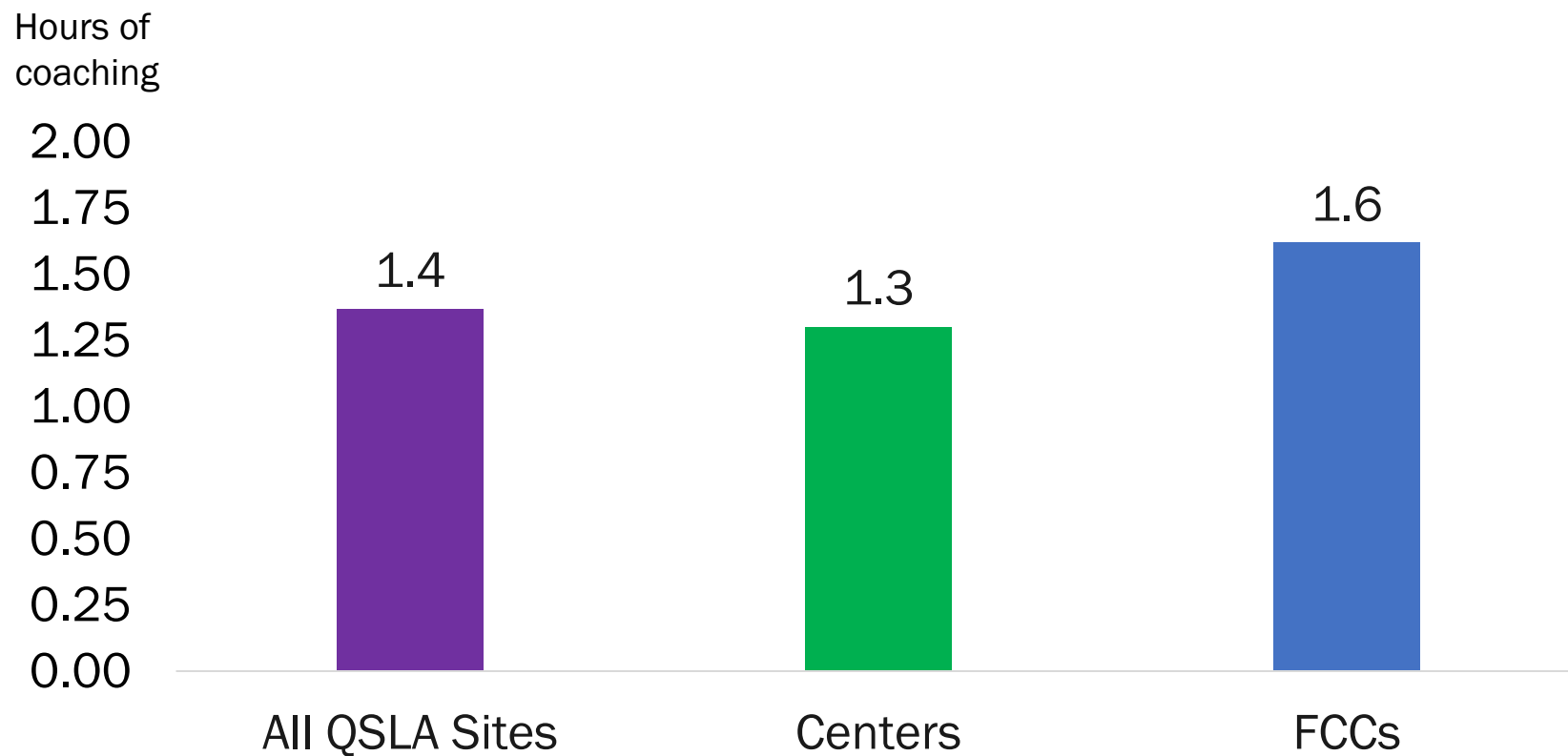


Program Coaches use a range of methods and address multiple topics to support quality improvement



Providers are expected to receive up to 2 hours of coaching per classroom per month

## Average coaching hours per classroom per month, by provider type

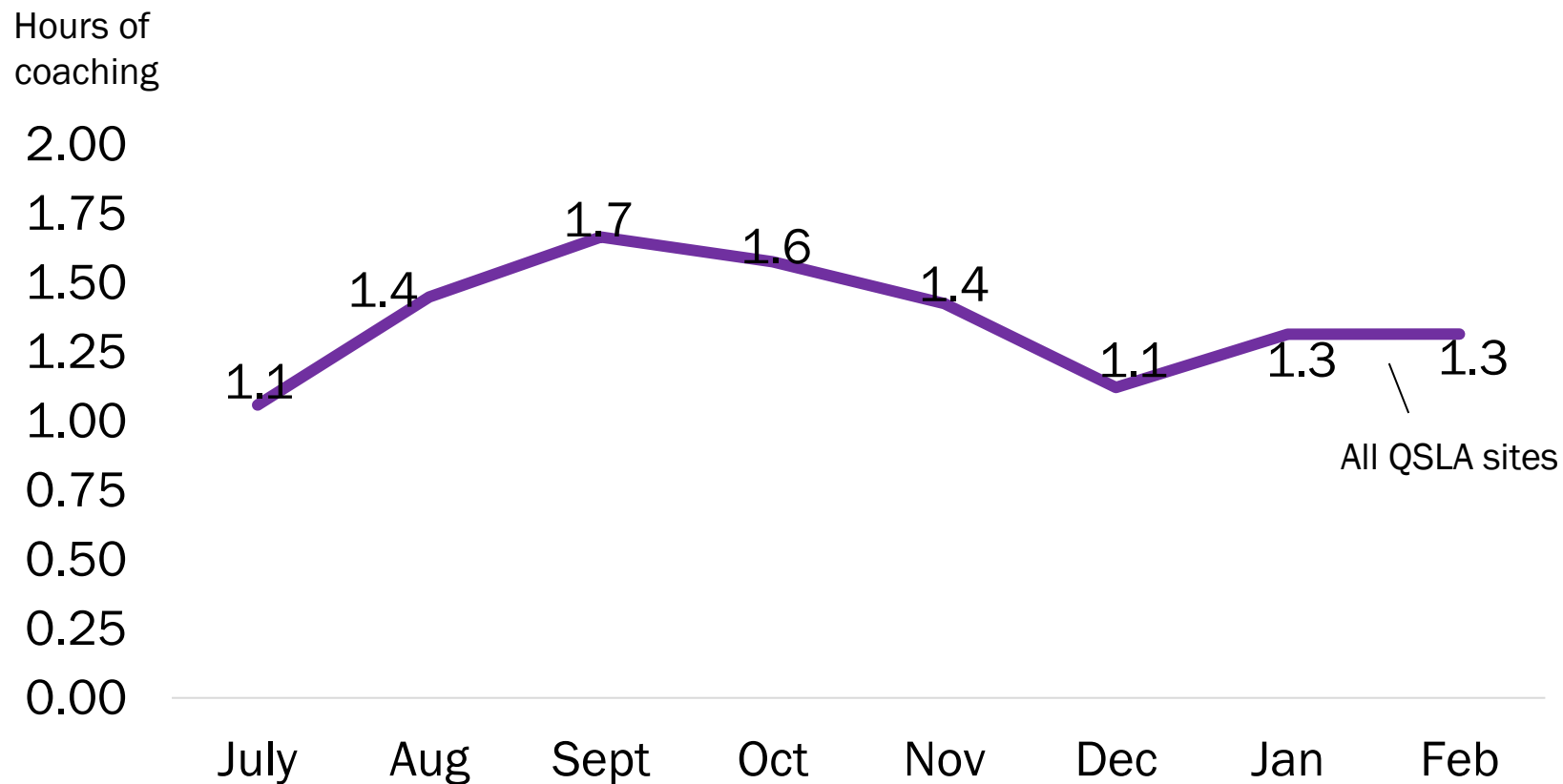




## POLL QUESTION

What month do you think has the highest average hours of coaching?

## Monthly site-level average hours of program coaching per classroom



# Four recommendations emerge from the developmental evaluation

- 1** Discuss coaching dosage considering provider needs and scheduling challenges



## Opportunities to Address Coaching Dosage

### Yvette Martin, Child360

- Coaching session expectation **up to two hours**. Being provider centric and meeting individual needs.
- Tiers 1-3 receive 6 touchpoints; coaching visits occur via TORSH (Today's One Room School House) or providers preferable method of communication (Zoom, phone, email, etc.)
  - The online coaching platform allows for different kinds of interactions where there is more flexibility for reflection and observation; providers previously struggled with in the past due to time constraints
- Tiers 4-5 receive 2 touchpoints

# Coaching goals and QIPS

## QSLA Model

All sites set goals and strive to make progress toward quality improvement plans throughout the year

## Providers' perceptions

Discussed goals and QIPs with their coaches  
Focused on use of open-ended questions, interactions and communication

## Coaches' perceptions

Buy-in is important  
Staff turnover or teachers moving classrooms can halt a QIP

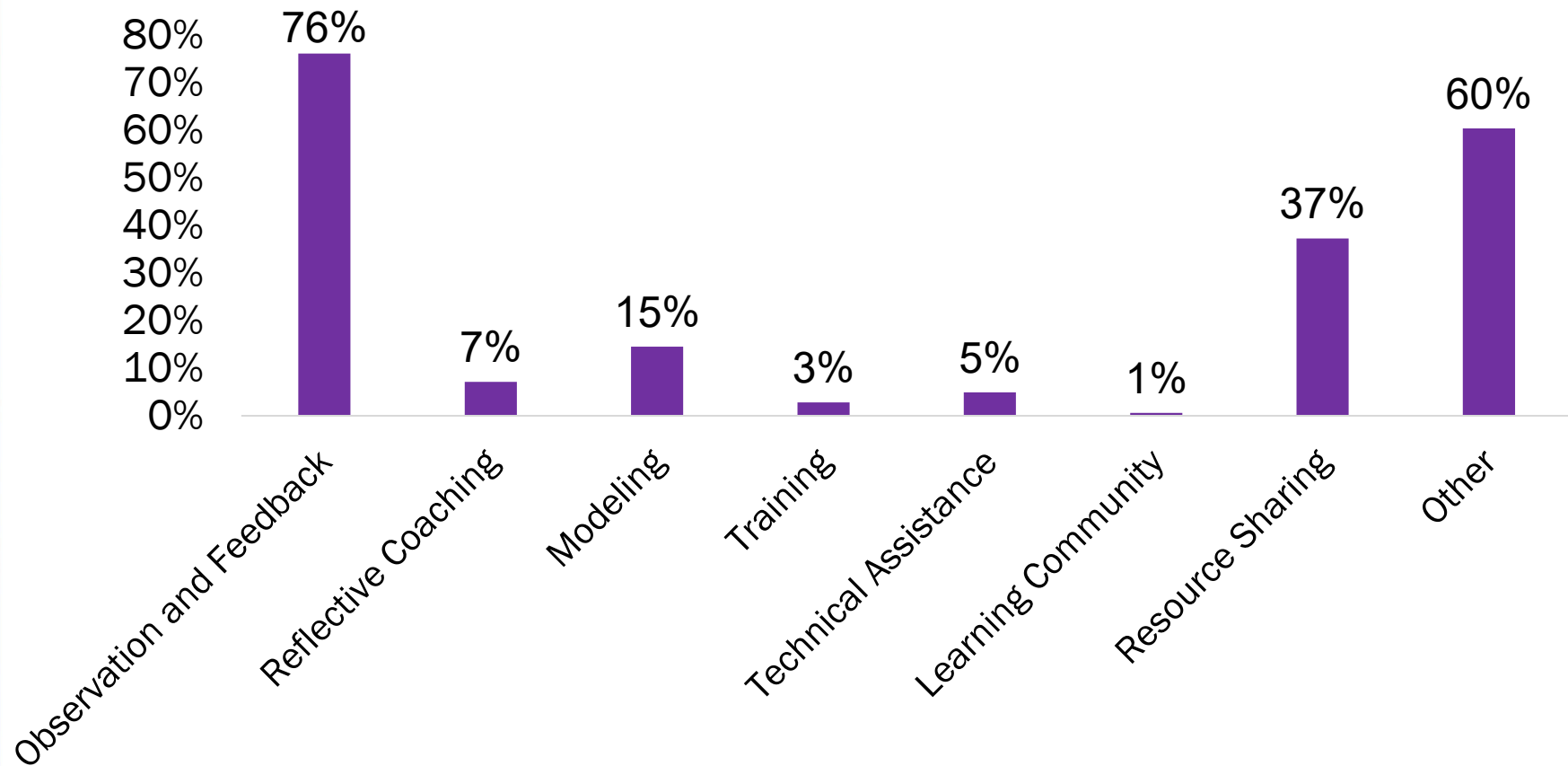


## POLL QUESTION

What method of coaching is used most frequently?



## Percent of coaching contacts employing a particular method



## Provider participation in coaching sessions



Majority of coaching visits were one-on-one meetings between a coach and a provider



Large majority of coaching visits included center lead teachers or FCC owners



Center providers indicated that assistant teachers need more support from coaches

# Four recommendations emerge from the developmental evaluation

- 1** Discuss coaching dosage considering provider needs and scheduling challenges
- 2** Consider ways to involve assistant teachers and other support staff in coaching



## Opportunities to Engage Additional Staff

### Zenaida Meza, CCALA

- Successfully advocated to extend coaching services to teaching staff beyond Lead Teachers such as Teacher Assistants
  - Group coaching – coaching more than one person at time from up to two classrooms
  - Group training – training offerings to be responsive to sites who may not have capacity to receive coaching due to staffing challenges
- Offer Site Directors/Supervisors resources on leadership development based on Program Leadership Coaching offerings
- Implemented regular check-ins with Site Directors/Supervisors
  - Connect leadership & teaching staff QIP's and coaching focus
  - Site Status - open, closed, distance learning, staffing challenges

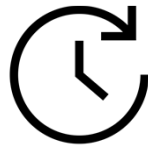
## Coach-provider relationship



Providers spoke about having a positive relationship with their coach



Providers voiced appreciation for how teacher-driven the coaching sessions were



Providers noted it takes time to develop a strong relationship with a coach



Some coaching challenges arose, including logistics, staff turnover, or coaching not being viewed as helpful

## Provider perceptions on virtual coaching



Providers were open to the concept of virtual coaching



Limited access to technology was noted as a key challenge



Potential concern: virtual coaching would be an additional burden

## Coach perceptions on virtual coaching



Concern that many providers lack the technological resources to make virtual coaching effective



Virtual coaching could potentially hinder relationship building

# Four recommendations emerge from the developmental evaluation

- 1** Discuss coaching dosage considering provider needs and scheduling challenges
- 2** Consider ways to involve assistant teachers and other support staff in coaching
- 3** More clearly define what counts as coaching (e.g., virtual, in-person, etc.)



## Opportunities for define coaching methods

### Yvette Martin, Child360 & Zenaida Meza, CCALA

Due to COVID, in person coaching has pivoted to socially distanced methods

- Added group coaching and training
- Used diverse modes of coaching
  - \* TORSH
  - \* Phone
  - \* Email
  - \* Text
  - \* Conference Calls
  - \* Zoom
- Exploring different ways to provide services to our sites to increase access
- How we are defining coaching and coordination/technical assistance
  - Coaching focuses on expanding content knowledge that leads to changes in everyday practice
  - Coordinating/technical assistance focuses on technical aspects of our program such as changes to program, consumer education, and sharing resources





## POLL QUESTION

How many agencies provide coaching services in L.A. County?

# What does non-QSLA coaching look like in L.A. County?

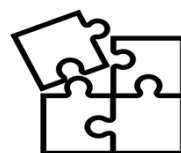


**Large and diverse** coaching services landscape

- At least **34 agencies** provide coaching services using **various models**
- **Some** coaching models are **like QSLA**



There is **no evidence of formal coaching coordination processes** across agencies



**Coaching coordination could be beneficial to providers and agencies**

- About **80% of QSLA sites** may have been *eligible* to receive non-QSLA coaching and about **one third of QSLA sites** reported *receiving* services

# We are continuing to explore coaching in L.A. County

QSLA stakeholders identified coaching as a continued topic of interest

We're pursuing two funding sources to continue this work:



Aligning and Coordinating Coaching Services in L.A.  
County  
*Spencer Foundation Research-Practice  
Partnership Grant*



QSLA Coaching, Classroom Quality and Child Outcomes  
*Institute for Education Sciences Education Research Grant*

# Aligning and coordinating coaching services in L.A. County

**Project goal: Develop options for a county-wide, aligned and coordinated coaching system**



- **Partner with coaching organizations** in L.A. County
- **Describe the landscape** of coaching services in the county
- **Document** which providers do and do not receive coaching services
- **Understand the strengths and challenges** of a coordinated system

Project Phase	Phase Timing	Key Activities
Phase 1: Study Planning	September – December 2021	<ul style="list-style-type: none"><li>• Plan project goals and research study</li><li>• Convene all coaching organizations in the county</li></ul>
Phase 2: Data Collection and Sense-Making	January – December 2022	<ul style="list-style-type: none"><li>• Collect data on coaching in L.A. County</li><li>• Convene coaching organizations to share results</li></ul>
Phase 3: Coordinated Coaching Design	January 2023 – August 2024	<ul style="list-style-type: none"><li>• QSLA leaders and coaching organization partners develop options for a coordinated coaching system</li><li>• Convene coaching organizations to share results and progress</li></ul>

# Four recommendations emerge from the developmental evaluation

- 1 Discuss coaching dosage considering provider needs and scheduling challenges
- 2 Consider ways to involve assistant teachers and other support staff in coaching
- 3 More clearly define what counts as coaching (e.g., virtual, in-person, etc.)
- 4** Consider aligning and coordinating coaching and other quality improvement services across agencies in the county



# Opportunities to Align and Coordinate Quality Improvement Services

Jackie Lopez  
LACOE





EDUCATION AND LABOR



# Questions

Thank you!

How to reach our team:

[anawhit@rand.org](mailto:anawhit@rand.org)

[cannon@rand.org](mailto:cannon@rand.org)

[cgomez@rand.org](mailto:cgomez@rand.org)

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Photo: Jason Sung via Unsplash, CC 2.0



## Discussion

1. Some providers receive multiple supports (i.e. coaching, professional development, incentives) while others receive none. How can QSLA support more equitable access to quality improvement supports?
2. To create a more equitable and accessible system, what should we elevate to the Quality Counts California team around the quality improvement system? What can we change at the local level?
3. What else can QSLA do to continue aligning our services in support of the Master Plan and advance the goal of an equitable early learning system?





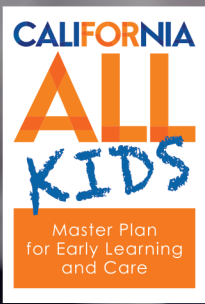
# Thank you!

For more information about the Consortia, services and COVID resources for providers and families, visit

[www.qualitystartla.org](http://www.qualitystartla.org) or email

[qualitystartla@lacoed.edu](mailto:qualitystartla@lacoed.edu).





# California For All Kids.

## Plan a great start for their future—and ours.

There is no greater opportunity for a better future for California than to deliver a great start for all children through quality early learning and care. The Master Plan for Early Learning and Care helps California provide immediate relief to families, children and early learning and care providers in the wake of COVID-19, while offering a research-based roadmap for building a comprehensive, equitable early learning and care system over the next decade.

### The Master Plan helps California do what others think impossible

Provide relief to parents, care for children and stability to providers as we rebuild an early learning and care system devastated by COVID-19. Give each and every child a great start that prepares them for success in school and life. Advance professional development and equity for the early childhood workforce that advances opportunities for our children. And, deliver more and better services with greater efficiency through data that supports equity and continuous improvement.

“Every child in California deserves a shot at opportunity. By investing in the development and learning needs of our kids, with a focus on equity, we are investing in the future of our state.”

– Governor Gavin Newsom

### Creating a California For All Kids by 2030

Driven by quality, equity and social justice, the Master Plan seeks to improve life outcomes for all young children and the social and economic well-being of all families by:

- Providing comprehensive early learning and care for infants and toddlers;
- Ensuring that families can easily identify, access and choose care that meets their needs;
- Promoting school readiness through universal preschool; and
- Growing the quality, size and stability of the early learning and care workforce.

These goals mirror the recommendations made by the Assembly Blue Ribbon Commission, the Lifting Children Out of Poverty Taskforce, California’s Transforming the Workforce for Children, the Rate Reform Working Group and input from parents, providers, advocates, community groups and researchers.



The Master Plan provides clear and specific recommendations that create a comprehensive, family-centric system driven by equity. The plan will:

- Bring together programs for infants and toddlers;
- Increase access and eligibility across programs, services and benefits, such as Paid Family Leave;
- Provide universal preschool;
- Build a competency-based licensure and workforce development system;
- Implement funding reform to increase access and sustain a high-quality workforce;
- Support shared services networks to help providers thrive; and
- Implement data sharing and coordination to advance equity, efficiency and continuous improvement.

“The Master Plan unlocks the innovative spirit of California, helping us create a comprehensive early learning and care system that produces big returns in better education, health and economic outcomes. Children, families, the future for our state—everyone wins when we build a California For All Kids.”

– Mark Ghaly, Secretary, CA Health and Human Services

### The Master Plan positions California to capitalize on federal initiatives to improve early learning and care

Transforming California’s early childhood system will take time and significant resources—ranging from an additional \$2 billion to \$12 billion—supported through public investments, business contributions, philanthropy and sliding-scale family fees. Fortunately, we have an opportunity to increase funding and accelerate implementation. President-elect Joe Biden has called for comprehensive early learning and care that mirrors the features outlined in the Master Plan: integration of health and well-being with early care and learning; universal preschool for three- and four-year-olds; financial support for affordability; expanding paid family leave to low-income earners; support of dual language learners; funding for facilities expansion; and professional pathways for providers that lead to higher standards and increased knowledge and compensation.

### Plan for success

Together we can create a California For All Kids, elevating the lives of families and children through quality early learning and care that has proven to help them thrive and create stronger social and economic lives for families. Learn more at:

[CaliforniaForAllKids.chhs.ca.gov](https://CaliforniaForAllKids.chhs.ca.gov)



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# **California for All Kids**

## **Plan a great start for their future—and ours**

Early Childhood Policy Council

DECEMBER 10, 2020



Families & Children

**Promoting practices that ensure  
equitable early learning for all  
young children**



A Parent's Perspective on Inclus..

THIS IS CALIFORNIA

Jamie shares how her son with disabilities experiences suspensions from an early learning program and how she advocated for him to receive equitable care.



Video with descriptive audio



Printable transcript





# By 2030

California's early childhood system delivers on the promise of a *California for All Kids*, improving life outcomes for young children by

- providing comprehensive early learning and care for infants and toddlers;
- ensuring that all families can easily identify, access, and choose care that meets their needs;
- promoting school readiness through universal preschool; and
- growing the quality, size, and stability of the early care and learning workforce.





# Goals

Four goals drive access, quality, opportunity, and affordability:

## Goal 1

### Programs

Unify and strengthen programs and services to support children's learning and development.

## Goal 2

### Workforce

Support children's learning and development by enhancing educator competencies, incentivizing career pathways, and implementing supportive program standards.

## Goal 3

### Funding

Unify funding to advance equity and opportunity.

## Goal 4

### Governance & Administration

Streamline early childhood governance and administration to improve equity.

# Goal 1—Programs

Unify and strengthen programs and services to support children’s learning and development:

## Infant toddler & care

Simplify programs, streamline family eligibility, build workforce capacity, and reform funding.

## Universal preschool

Expand transitional kindergarten to include all 4-year-olds with options for family child care homes and centers that meet comparable requirements; provide two-year preschool experience for income-eligible 3-year-olds and children with disabilities.

## Equitable treatment of children

Use data to identify and support dual language learners and children with disabilities; prepare the workforce to address needs; eliminate suspension and expulsions; and incentivize inclusion.

## Paid family leave

Expand access by increasing wage replacement for low-income families and expand duration of leave as resources allow.

# Strategies to Promote Equity Infants and Toddlers

## Transition programs from CDE to CDSS by June 2021

- CCTR (General Child Care)
- CA AP voucher
- CalWORKS Stages 2 & 3
- Family Child Care Home Networks
- Migrant Childcare

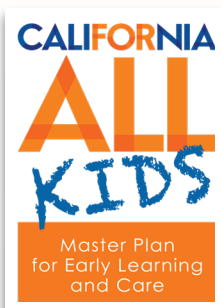
## Consolidate contracts

- CalWORKS Stage 1, 2, & 3
- CA Alternative Payment and Migrant AP (priority for migrant care)
- CCTR, Severely Disabled Program (CHAN) (children with disabilities to age 22)

## Families use of FFN vouchers for CCTR

---

## Consolidation and streamlining by 2022



# More Strategies to Promote Equity Infants and Toddlers

## Paid Family Leave

Increase wage replacement levels to at least 90% goal to reach 100% for low-income families (below 120% of FPL or 70% of SMI).

## Automate eligibility

Automate eligibility if income is at or below the eligibility threshold of another social service program.

## Increase quality care

- Child development (dual language learners, trauma informed practices, children with disabilities and implicit bias/anti-racism)
- Health and safety

## Expand access to those transitioning out of status

- System-involved children
- Foster care
- Persistent poverty
- Homelessness

# Strategies to Promote Equity

## Universal Preschool

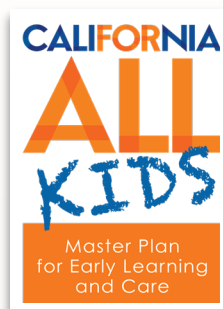
All 4-year-olds and two years of preschool for income-eligible 3-year-olds and those with disabilities

Expand Transitional Kindergarten with mixed-delivery option that meets comparable standards

Wrap-around care for income-eligible families and fee-based option for all other families

Start with areas with high concentration of families in poverty (districts receiving LCFF concentration funding)

Encourage and support partnerships



# Goal 2—Workforce

Support children’s learning and development by enhancing educator competencies, incentivizing career pathways, and implementing supportive program standards:

## Workforce competency

Revise workforce standards to reflect the competencies the workforce needs to support optimal child development and learning:

- Child development
- Learning environments
- Responsive interactions
- Observations and assessment
- Understanding of DLLs, children with disabilities, and trauma-informed practices
- Family engagement

## Career pathways

Provide multiple entry points and pathways with steppingstones through competencies by increasing professional learning opportunities that contribute to career options, improve higher education pathways, and provide financial incentives.

## Program standards

Streamline and align program standards to support the effectiveness of the system.

# Growing and Connecting a Workforce through Competencies

## TIER 3

### Shared Core of Knowledge & Competencies for Instructional and Other Practices Specific to Educators

- Differentiated/Specialized Knowledge & Competencies Specific to Role:  
*Lead Educators, Master Educators, Coaches, Family Child Care Owner/Operators, Center/Program Directors, Principals*

## TIER 2

### Shared Core of Knowledge & Competencies for Care and Education Professionals

- Differentiated/Specialized Knowledge & Competencies Specific to Role:  
*Home Visitors, Early Intervention Specialists, Infant Mental Health Consultants, Other Specialist Consultants*
- Assistant Roles in Care and Education Settings

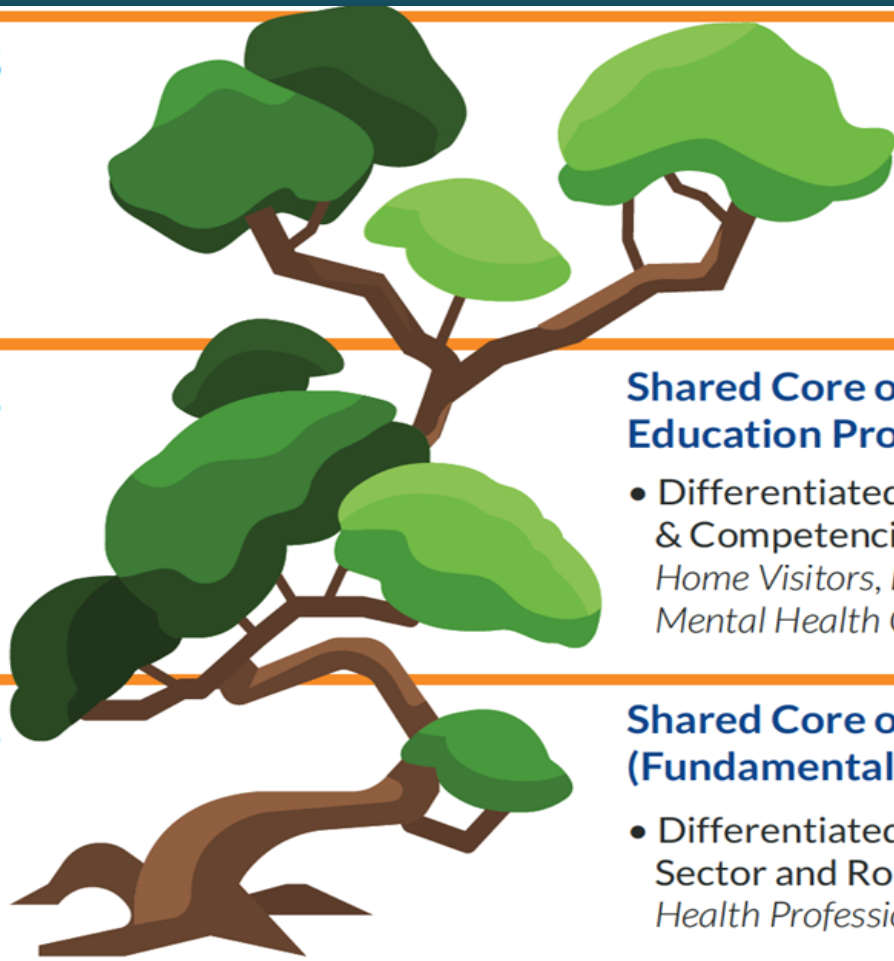
## TIER 1

### Shared Core of Knowledge & Competencies in Child Development (Fundamentals)

- Differentiated/Specialized Knowledge & Competencies Specific to Sector and Role:  
*Health Professionals; Social Workers; Other Social Services Professionals*

### Entry Points Into 0–8 Professional Roles

- High School Graduates
- 2-Year and 4-Year College Graduates Transitioning to Child Development and Early Learning Professions
- Practicing Care and Education Professionals
- Training or Practicing Health and Social Services Professionals



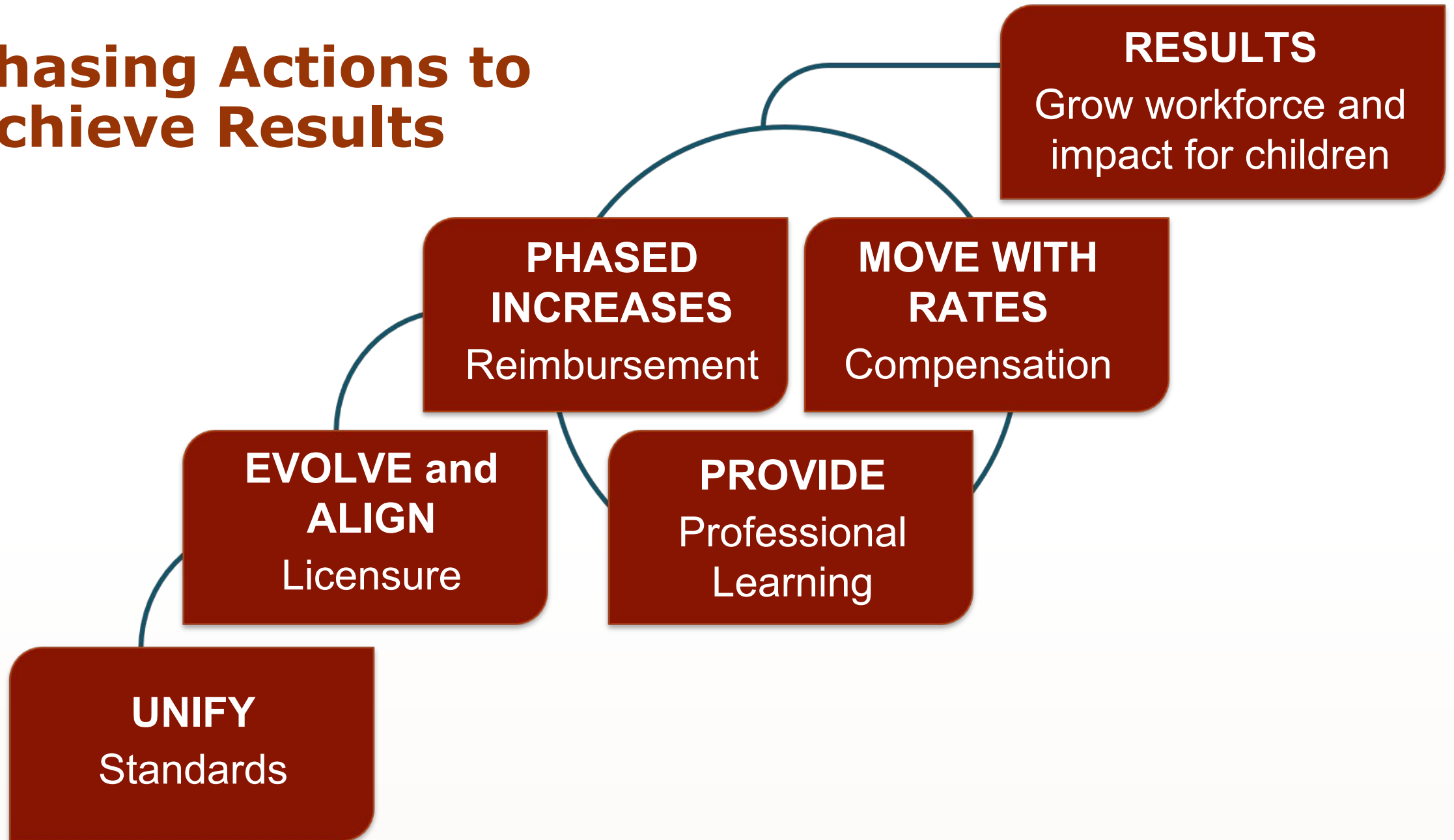


Proposed Roles and Responsibilities of Early Learning and Care Workforce

	0–3	Preschool (3–4)	School Age
Family, Friend, and Neighbor—(immediate family caregiver)	Kinship care Emergency	Overnight and extended-day care	Kinship care Emergency
FFN—CCDF Health and Safety + incentives	Areas with unmet needs with incentives to advance in workforce, plus overnight and extended-day care		
FCCH—Title 22 (CCDF requirements) or Title 5 + incentives	Child care	Extended-day care Preschool; must meet criteria	Extended-day care
Centers—Title 5 + incentives	Child care	Extended-day care Preschool; must meet criteria	Extended-day care
School Districts—Title 5, TK	Child care	Preschool/TK; must meet criteria	Extended-day care (After School Education and Safety Program [ASES] Title I, A & D—school-based afterschool)



# Phasing Actions to Achieve Results



# Goal 3—Funding

Unify funding to advance equity and opportunity:

## Sliding scale fee

Eliminate the eligibility cliff and support continuity of care by piloting and bringing to scale options for sliding scale fees.

## Reimbursement rate

Adopt a cost-driven, tiered reimbursement rate structure that reflects equity, simplicity, and quality.

### Base rate + adjustments for

- market/zone;
- quality; and
- child characteristics.

# Proposed Subsidized Child Care Reimbursement Rate Formula to Promote Equity

Formula Component	Description
Base rate +	<p>Base rates are specific to provider/program type and organized into three categories:</p> <ul style="list-style-type: none"><li>License-exempt FFN</li><li>Licensed FCCH</li><li>Licensed child care centers</li></ul> <p>The base rate levels are based on a cost model that takes into account provider/program standards (also harmonized across funding streams), including staff-child ratios that vary with child age group (infants, toddlers, and preschoolers).</p>
Adjustment for market/zone +	<p>Some areas of the state are more expensive than others as reflected in the cost of housing, labor, and other factors. A set of zones with common cost levels would be defined and an adjustment applied to the base rate based on zone costs relative to the base rate.</p>
Adjustment for quality +	<p>Providers are encouraged to increase their competencies, enrich program environments to support care and learning, and collect and use data to inform practices. Providers that meet measurable quality indicators would increase their base rate by a multiplicative factor consistent with the associated increase in cost.</p>
Adjustment for child characteristics	<p>The care needs of children vary. The rate structure provides incentives to care for children with diverse needs, including those with special needs, dual language learners, and those at risk for abuse and neglect. The adjustments could also include incentives to address high-need groups, such as infant/toddler care and care during nontraditional hours. The adjustment to the base rate is again a multiplicative factor.</p>
=  Reimbursement  rate for early learning and care	<p>The resulting reimbursement rates would be common across funding streams and would reimburse providers in similar circumstances with the same rate. The base rates plus the identified adjustments are designed to approximate the cost of care.</p>

# Example of Tiered Rate

## Current Rates for Preschool, Child Care Center

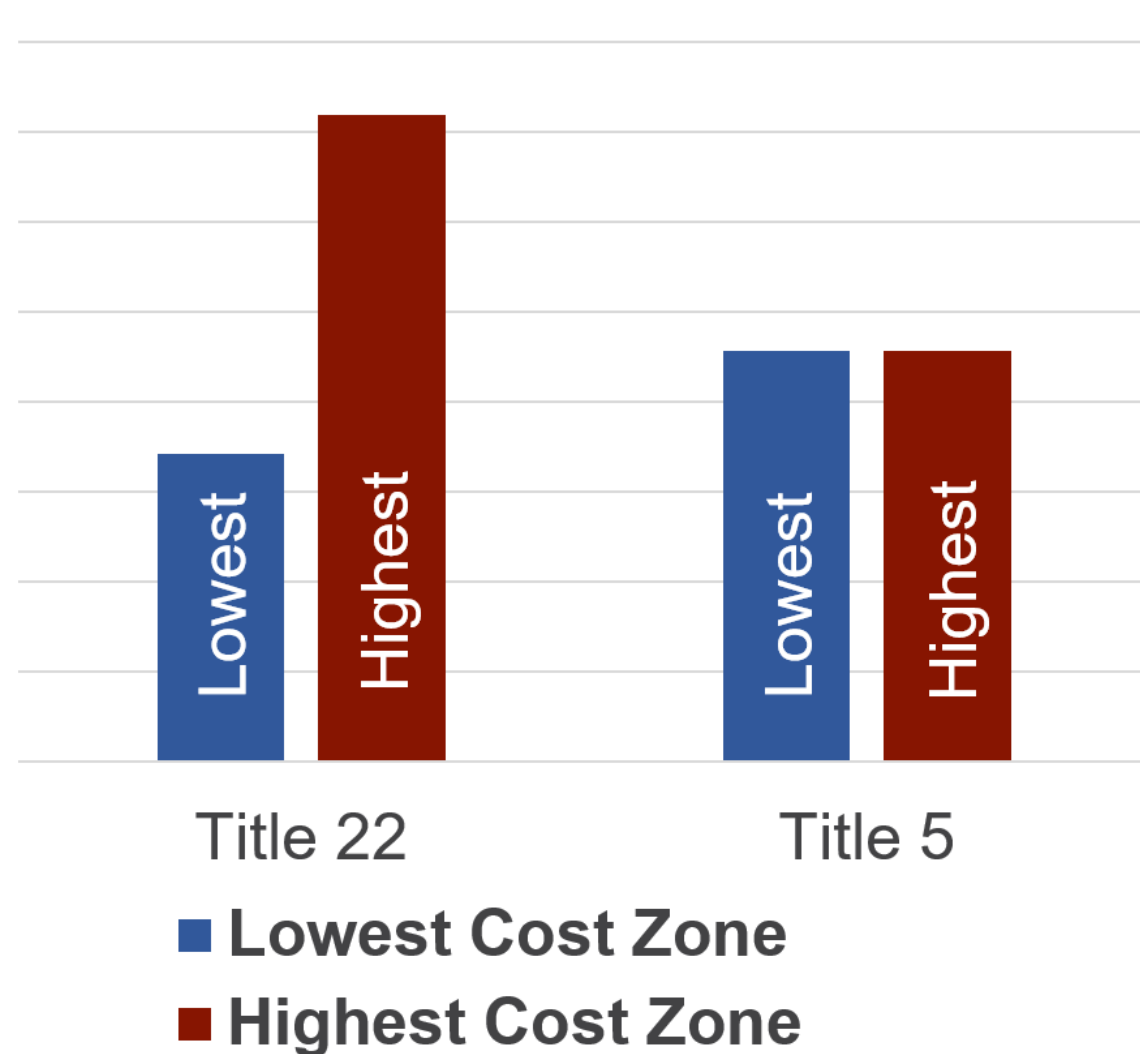
### Lowest Cost Zone

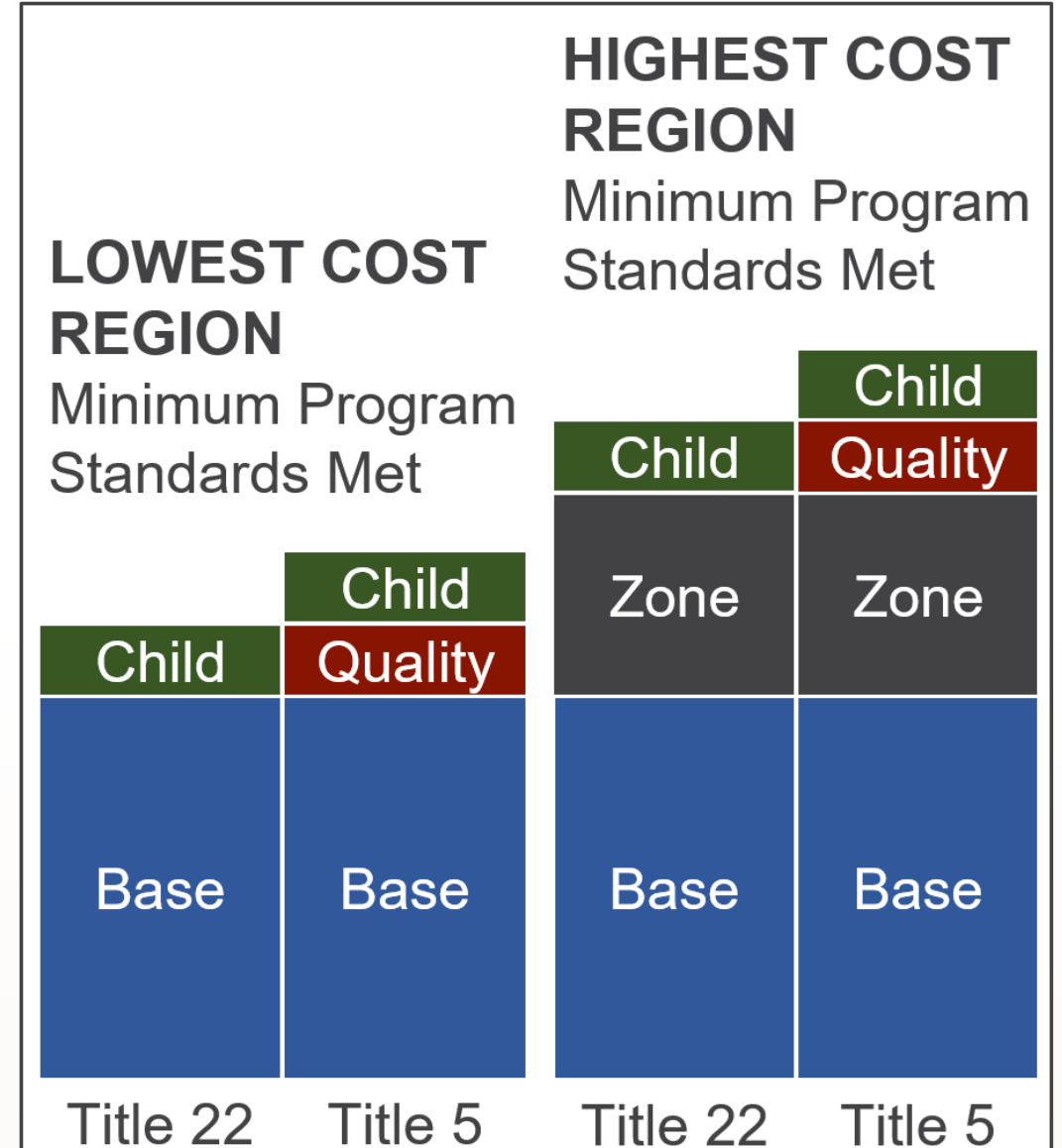
Title 22	Title 5
\$171/week	\$228/week

### Highest Cost Zone

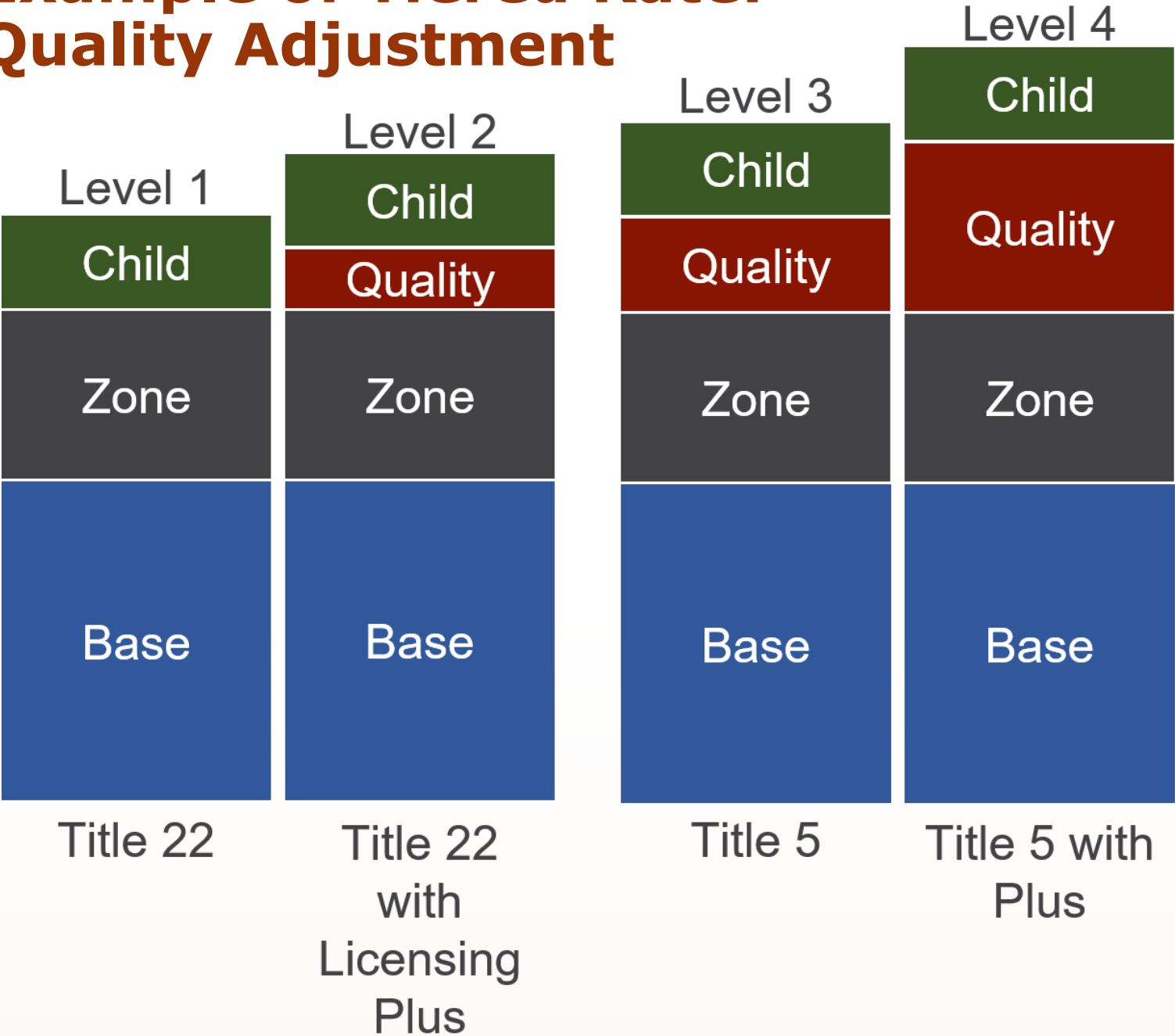
Title 22	Title 5
\$359/week	\$228/week

\$400  
\$350  
\$300  
\$250  
\$200  
\$150  
\$100  
\$50  
\$0



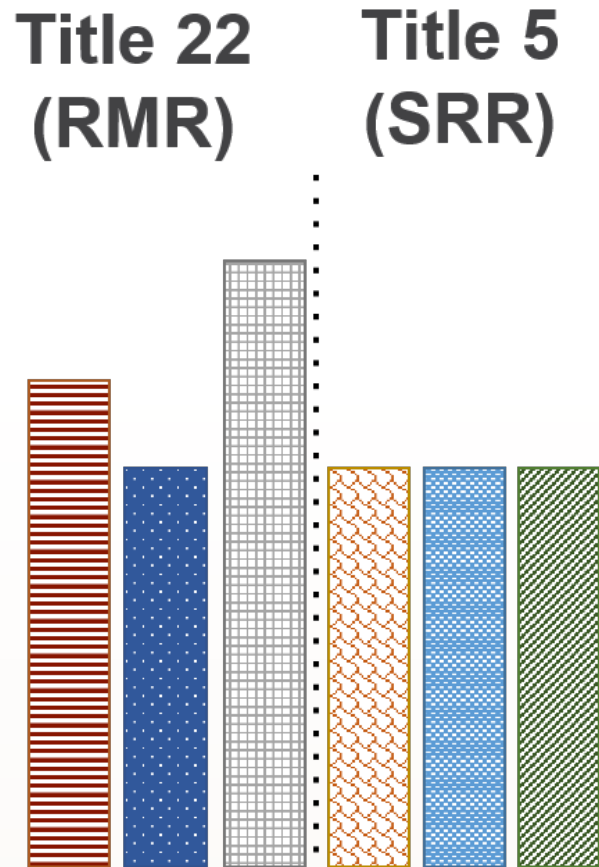


# Example of Tiered Rate: Quality Adjustment



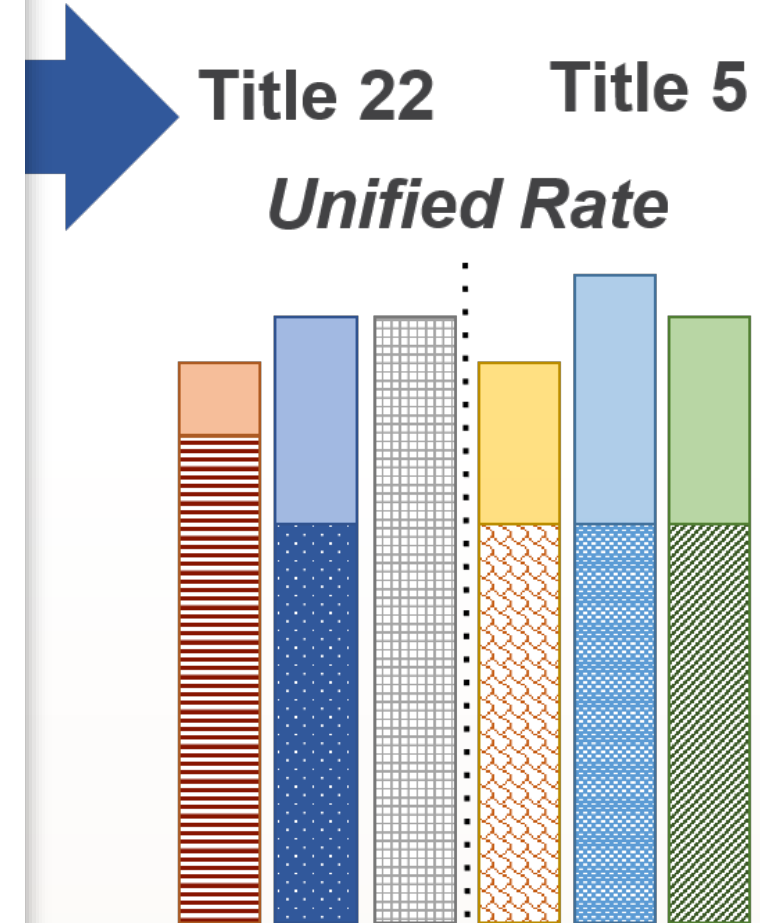
QUALITY:	Adjustment Factor
Level 1 = Licensing	1.0
Level 2 = "Licensing Plus"	1.2
Level 3 = Title 5	1.4
Level 4 = "Title 5 Plus"	1.6

# Phased Implementation



## Transition

- As funding increases, proportionally close Title 5 and 22 funding gaps
- Revise method for RMR to establish target for reimbursement caps for Title 22 and 5 based on cost-driven model with adjustments for tiered structure, zones, and other factors
- Allocate funding proportionally to close gaps between current levels and target reimbursement caps



# Goal 4—Governance & Administration

Streamline early childhood governance and administration to improve equity:

## Streamlined eligibility

Remove access barriers by using eligibility for other programs as a proxy for early learning and care eligibility.

## Integrated data system

Build an integrated data system to improve the experience of families, streamline administration, and support equity.

## Data use

Use data to assess and respond to equity.

## Facilities

Provide resources and supports to expand and improve early learning and care facilities.

## Shared system networks

Create and support networks to streamline and add efficiency to operations and increase access to support and professional learning.





System & Infrastructure

## Using data to bring equity to the forefront of change



Dr. Joseph Johnson Addresses...



### THIS IS CALIFORNIA

Dr. Joseph Johnson, Executive Director of the National Center for Urban School Transformation at San Diego State University, describes the power of a system that ensures equitable early learning for all children.



Video with descriptive audio



Printable transcript



# Federal Opportunities



# Immediate Relief—COVID-19 (1)

What we heard from you...

## Fully recognize the role of the early childhood workforce:

- Provide sufficient non-operational days.
- Provide additional training and financial support (dual language learners, children experiencing trauma, children with disabilities).

## Improve the structure of supports available to providers:

- Provide additional funding for COVID-19 related costs:
  - Additional staffing
  - Reduced or inconsistent enrollment of children
  - Supplies
  - Closure due to COVID-19 exposure
  - Management of health and safety risks
  - Supervision of school-aged children under distance learning mandates
- Provide social services supports including health, mental health, nutrition, and economic support.

# Immediate Relief—COVID-19 (2)

What we heard from you ...

## Prioritize support for families experiencing hardships:

- Provide social service supports for families including health, mental health, nutrition, and economic support.
- Streamline statutes and policies to reduce the burden of applying for services that families need.

## Rethink compensation to ensure equity:

- Additional requirements should include additional compensation.
- Increase compensation to reflect a livable wage and provide benefits (sick leave, bereavement leave, medical, retirement, and non-operational days).



# Immediate Relief—COVID-19 (3)

What we heard from you ...

**Dismantle systemic racist policies that maintain the inequitable status quo:**

- Waive family fees for child care services.
- Extend family eligibility for subsidized care beyond 12 months.
- Provide hotspots, devices, and technologies to support remote learning.
- Provide video- and tele-based therapeutics for young children.

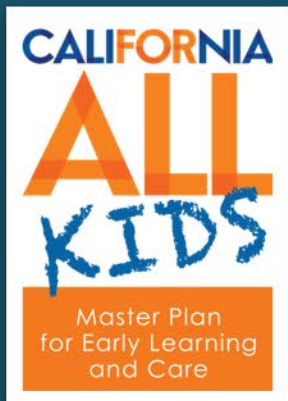
BIDEN PLAN	MASTER PLAN
Provide families with up to 12 weeks of paid family and medical leave	Paid family leave expansion to include more families and time for them to bond with their new children
Ensure access to high-quality, affordable child care and offer universal preschool to three- and four-year-olds	Universal preschool including all four-year-olds and a two-year preschool experience for all three-year-olds living in poverty
Treat caregivers and early childhood educators with respect and dignity, and give them the pay and benefits they deserve, training, and career ladders to higher-paying jobs	Increasing funding to contribute to increased compensation, support, and quality for the early learning and care workforce that attracts more to the profession and supports retention and advancement of those that are part of it now
Build safe, energy-efficient, developmentally appropriate child care facilities, including in workplaces	Invest in infrastructure, including child care facilities

Transforming the system  
will cost \$2 billion to \$12  
billion over ten years,  
supported by

- public investments;
- business contributions;
- Philanthropy; and
- family fees.







**California  
for All Kids**  
Plan a great start  
for their future—  
and ours.



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# **Public Hearing**

## **REVISED LOCAL PLANNING COUNCIL (LPC)**

### **FUNDING PRIORITIES**

### **CHILD CARE AND DEVELOPMENT SERVICES—2020-21**

The Child Care Planning Committee (Los Angeles County's Local Child Care and Development Planning Council) is charged with identifying local priorities for the distribution of new state child care and development and preschool funding made available through the California Department of Education/Early Learning and Care Division.

**Wednesday, February 3, 2021**

**12:50 — 2:00 p.m.**

[Join Microsoft Teams Meeting](#)

Conference Call-in: 323.776.6996; Conference ID: 921 572 226#

The list of zip codes with priorities will be available on the Office for the Advancement of Early Care and Education website at [childcare.lacounty.gov](http://childcare.lacounty.gov) by January 27, 2021. Oral comments will be accepted anytime during the hearing. Written comments are due by February 10, 2020 at 5:00 p.m. to [msartell@ph.lacounty.gov](mailto:msartell@ph.lacounty.gov).

For questions, contact Michele Sartell by e-mail at [msartell@ph.lacounty.gov](mailto:msartell@ph.lacounty.gov) or by telephone at 323.594.1244.

