



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

Microsoft Teams

*Centering equity and lifting community voices to build a path for transformative change in our early care and education system.*

### **AGENDA**

1. Welcome and Introductions Ernesto Saldaña, Chair  
 12:00 ▪ Opening Statement and Comments by the Chair

2. COVID-19 Update for Early Care and Education Stakeholders Michele Sartell, Staff  
 12:10

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

3. Approval of Minutes **Action Item** Ariana Oliva, Vice Chair  
 12:15 ▪ September 1, 2021

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

4. LPC Annual Report & Self-Evaluation – 2020-21 **Action Item** Nicole Lopez and JoAnn  
 12:20 ▪ Report to the California Department of Social Services Shalhoub-Mejia, Governance  
Work Group Co-chairs

▪ Roll Call of Members/Alternates Erica Weiss

5. Child Care Planning Committee Policies and Procedures – **Action Item** Nicole Lopez and JoAnn  
 12:30 Proposed Revisions Shalhoub-Mejia, Governance  
Work Group Co-chairs

▪ Roll Call of Members/Alternates Erica Weiss

6. Contributing to a Unified Equity Statement Justin Blakely, Policy  
 12:50 Roundtable for Child Care and  
Development Supervisorial  
District 2 Representative

7. Developing a Comprehensive ECE Workforce Strategy: Debra Colman, Office for the  
 1:20 Pathways to Economic Recovery for Women, Communities of Advancement of Early Care and  
 Color, and the Care Economy Board of Supervisors Motion Education  
 (June 22, 2021)

8. Wrap Up, Announcements, and Public Comment Ariana Oliva  
 1:45

9. Call to Adjourn Ernesto Saldaña  
 2:00

**Next Meeting – Wednesday, November 3, 2021**

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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# COUNTY OF LOS ANGELES



POLICY • PLANNING • PRACTICE

## Meeting Minutes – September 1, 2021

Members in Attendance (47)				
Parents	ECE Program	Community Agency	Public Agencies	Discretionary
Dominic Amendariz	Norma Amezcua	Genetric Brown	Anne Blackstock-Bernstein	Christina Acosta
LaRae Cantley	Rocio Bach	Samitha Givens	Eileen Carrillo-Lau	Kevin Dieterle
Jessa Costanzo for Jessica Chang	Andrea Fernandez	Losmeiya Huang	Robert Beck for Nora Garcia-Rosales	Jessica Guerra <i>2<sup>nd</sup> Supervisorial District</i>
Cathy Coddington	Sandra Flores	Joelle Landazabal	Scott Herring	La Tanga Hardy
Mona Franco	Valerie Marquez for Angela Gray	Ariana Oliva	Regina Angelo-Tarango for Ana Lopez	Toni Isaacs
Crystal Jones	Judith Hartmire for Christopher Jefferson	Kathy Schreiner	Tom McFadden	Kelly O'Connell <i>1<sup>st</sup> Supervisorial District</i>
Christine Moore	Nicole Lopez	Edilma Serna	Gabriel Muñoz	Dianne Philibosian <i>5<sup>th</sup> Supervisorial District</i>
Ernesto Saldaña	Micha Mims	Veronica Torres	Cherise Roper	Sarah Soriano <i>4<sup>th</sup> Supervisorial District</i>
Sachin Sangani	JoAnn Shalhoub-Mejia	Shanna Warren	Tom Woodward	Julie Taren <i>3<sup>rd</sup> Supervisorial District</i>
	Lisa Wilkin	Laurel Murray for Jana Wright		

**Guests and Alternates:** Angel Arias – Alternate for Tom McFadden, Justin Blakely – Crystal Stairs/Policy Roundtable for Child Care and Development, Fran Chasen – Alternate for Julie Taren, Jennifer Cowan – Alternate for Christina Acosta, Mariana Dale – KPCC/LAist, Kimberly Dobson-Garcia – Alternate for Kelly O'Connell, Amanda Edwards – Alternate for Joelle Landazabal, Consuelo Espinosa – Alternate for Edilma Serna, Stephanie Garcia – Alternate for Christine Moore, Carla Hegwood – Alternate for Dianne Philibosian, Aolelani Lutu – Child Care Professional Network, Patrick MacFarlane – Alternate for Jessica Guerra, Marcella McKnight – Early Learning Alliance/Shared Services, Giselle Navarro-Cruz – Alternate for La Tanga Hardy, Yanci Panameno – Alternate for Kathy Schreiner, Laura Ramirez – Child360, Cynthia Renteria – Child Care Resource Center, Kelly Reynolds – Early Edge California, Joyce Robinson – Opportunities Exchange, Gina Rodriguez – Alternate for Kevin Dieterle, Ancelma Sanchez – Alternate for Lisa Wilkin, Sally Valenzuela – Alternate for LaRae Cantley

**Staff:** Michele Sartell, Debra Colman, Leanne Drogin, and Erica Weiss and MSW Interns, Charli Lewis and Erica Torres-Ness

### 1. Welcome and Introductions

The meeting was called to order at 12:04 p.m. by Ernesto Saldaña, Chair of the Child Care Planning Committee (Planning Committee). He opened the meeting by reading the standardized statement for conducting the virtual meeting. Ernesto invited Erica Torres-Ness and Kevin Dieterle to read the vision and mission statements. Per Ernesto's request to identify a single word that spoke to them from each statement, Erica selected "thriving" and Kevin elevated "strengthen" with the additional comment that the statement encompasses all settings and speaks to equity so all children may thrive.

## **2. COVID-19 Update for Early Care and Education**

Ernesto remarked on the ongoing presence of the COVID-19 in our lives – both professionally and personally. Early care and education programs have stepped up throughout the pandemic, modifying their learning environments and adjusting their programs to ensure the health and safety of the children and families and early educators working with children every day that demonstrates resilience and hope. Since the beginning of the pandemic, the Planning Committee has dedicated time on the agenda for a brief update on the pandemic and the guidance in place for early care and education programs to continue operating safely.

Michele Sartell, staff to the Planning Committee on behalf of the Office for the Advancement of Early Care and Education, directed meeting participants to the slide deck. Michele relayed that while cases of COVID-19 have been increasing across the state due to the Delta variance, Los Angeles County experienced a 15 percent decline in the last week. Regardless, the Department of Public Health expects that with increased routine testing in certain settings such as schools and workplaces case numbers will remain high. As of last week, Los Angeles County was the only county that required masking indoors and the smaller increase in cases may be attributed in large part to this extra layer of protection. She added that while no vaccine provides 100 percent protection, vaccines continue to be very effective against the virus. Most fully vaccinated people do not get infected, do not end up hospitalized, and are unlikely to tragically lose their life to COVID.

Michele listed policies announced over the last week to increase safety that include a revised Los Angeles County Public Health Officer Order requiring everyone attending outdoor mega events with more than 10,000 attendees to wear a face mask, except while eating or drinking. On September 20<sup>th</sup>, a state issued health officer order will require vaccine verification or a negative test in the past 72 hours at large indoor events with 1,000 or more participants. Additionally, universal masking regardless of vaccination status is required unless actively eating or drinking, which is permitted only while seated or stationary at a counter. Places of worship are excluded from this verification requirement.

Vaccination priority continues to target individuals 12 years and older who have not yet received their first dose, persons due for their second dose that includes everyone more than 3 weeks out from their first dose of Pfizer and more than 4 weeks out from their first dose of Moderna, and immunocompromised people who now are approved for their third doses of the Pfizer or Moderna vaccine.

Michele referred to the meeting packets for the current “Guidance for Early Childhood Education Providers Requirements and Best Practices” also available at <http://publichealth.lacounty.gov/media/coronavirus/docs/education/GuidanceEarlyChildhoodEducation.pdf>.

## **A. CONSENT CALENDAR**

### **3. Approval of Minutes – June 2, 2021**

*Ariana Oliva, Vice Chair, reviewed the minutes from June 2, 2021 and asked for a motion to approve. Andrea Fernandez made the motion to approve the minutes; Kevin Dieterle seconded the motion. The minutes were adopted without objection.*

## B. MEETING MATTERS

### 4. **Becoming Acquainted: Reflections on the Theme for 2021-22**

Ernesto announced the theme for guiding the work of the Planning Committee during 2021-22, “Centering equity and lifting community voices to build a path for transformative change in our early care and education system.” The theme builds upon last year’s theme, “Reimagining an equitable early care and education system for providers and families”, to centering on equity and racial justice as the framework for discussions and tacking the work. Ernesto returned to the article included in the ExchangeEveryDay in July 2020 entitled My Truth by Kristie Norwood (see <https://www.childcareexchange.com/eed/view/5242/>), first presented at to the Planning Committee one year ago. The author reflects on her truth as a Black woman working in early care and education. The article continues to resonate with Ernesto with regards to an expectation of assimilation with the predominate paradigm of whiteness rather than centering as a Latinx man. He opened the meeting for participants to share what from the article resonates for them, what it means to “center equity and lift community voices for transformative change”.

Meeting participants shared their experiences, thoughts and reflections that included an appreciation for the willingness to bring the conversation to the forefront and with intentionality and centering the story with documentation. Additional comments suggested that much work is needed to engage community members directly impacted by high level decisions and policies in shaping conversations and advocacy efforts to impact systems change, noting that a majority of those advocating on behalf of the issues critical to the field of early care and education are white when most of early educators are women of color. “Where are the voices of stakeholders, generally people of color, in elevating the daily struggles?” It was also suggested that in order to center equity, others must be willing to relinquish their power for others directly impacted having seats at the table. Truly listening without a prepared agenda was also offered as an important tool. Another comment suggested reaching beyond “the choir” to identify the right people who need to be present and heard. A few terms offered up and reflected upon during the conversation included “double consciousness”, “de-centering whiteness”, “racialized trauma”, “respectability politics” (e.g. thankful for the crumbs when need to be bolder), and “creating a cultural norm of change”.

Many meeting participants also weighed in on the conversation using the chat feature, affirming comments from others including empowering families/caregivers to engage in advocacy on behalf of their families. Others expressed gratitude for the agenda item. Another article about power in education was referenced as well, Honor as Power: The Practical Keys to Antiracist Teaching by Andratesha Fritzgerald (see <https://www.ascd.org/el/articles/honor-as-power-the-practical-keys-to-antiracist-teaching>).

Ernesto closed the agenda item by sharing his gratitude for the comments. He also acknowledged and validated the silent, unspoken voices of others, noting the challenges of chiming into a difficult conversation and the desire for self-introspection.

### 5. **Role of the Child Care Planning Committee: State Deliverables, Contributing Expertise, Elevating Issues, Responding to COVID-19**

Michele presented this segment of the agenda as grounding to remind members and meeting participants to the purpose of the Planning Committee and setting the stage for its work in FY 2021-22. She summarized the mandates as per the County’s contract with the California Department of Social Services and referred members and alternates to the Planning Committee’s policies and procedures included in the membership manual that outlines the expectations pertaining to meeting attendance and participating in at least one work group or committee (see [https://childcare.lacounty.gov/wp-content/uploads/2021/08/CCPC\\_Membership-](https://childcare.lacounty.gov/wp-content/uploads/2021/08/CCPC_Membership-)

[Manual Comprehensive Updated 6Aug21.pdf](#)). Michele also briefly highlighted a few of the accomplishments from FY 2020-21 framed from lens of equity and responsive to the needs of early care and education programs for operation under Public Health guidance due to COVID-19. She concluded with the following three questions pertaining to the ongoing needs of the field during COVID-19 as follows: What are the priorities of the early care and education field? What are families saying? What is the role of the Child Care Planning Committee going forward?

Meeting participants added their responses in the chat feature, many of which elevated issues relating to the workforce with respect to fully staffing their programs, securing substitutes, and advocating for equitable compensation inclusive of benefits for early educators. One member added a link to the article, “U.S. childcare in short supply as burned-out workers quit, new hires hard to find” (see <https://www.reuters.com/world/us/us-childcare-short-supply-burned-out-workers-quit-new-hires-hard-find-2021-09-01/>). Personal protective equipment (PPE), funding for learning materials, and strengthening/sustaining the mixed delivery to meet the needs of all families were also mentioned. In addition, meeting participants commented on issues relating to enrollment and the comfort of families to ensure the health and safety of their children, access to resources, early identification and intervention of children with developmental delays, and not losing sight of the social-emotional development of children as well as addressing trauma experienced by families as well as early educators. Access to professional development opportunities and the role of higher education was mentioned as well. Lastly, helping parents understand the benefits of early care and education versus transitional kindergarten was noted.

#### **6. Towards Goals for 2021-22 and Structuring Our Work: Strategic Plan Implementation and Needs Assessment 2022 – Framing the Work through the Lenses of COVID-19 and Racial Equity**

Ariana prefaced her comments with data comparing the availability of early care and education services that meets the needs of families. She referenced the Unified Strategic Plan – 2020-2025 that was created in partnership with the Policy Roundtable for Child Care and Development (Roundtable) and adopted by the Planning Committee and Roundtable in December 2019. The onset of COVID-19 in February/March 2020 derailed a focused approach to implementation. Yet, as reflected in the implementation dashboard included in the meeting packets, work continued that aligned with the strategic priorities.

Ariana reviewed the unified vision and mission and summarized the four strategic priorities as follows:

**Access** – Increase access to early care and education services for children birth to five years of age and out of school care for children up to age thirteen.

**Quality** – Strengthen the quality of early care and education services, especially for children and families most in need.

**Workforce** – Improve the compensation and qualifications of the early care and education workforce.

**Families and Communities** – Increase engagement of parents, caregivers and communities on early care and education issues.

She noted among the activities for this year the launch of the needs assessment work that will include special features that include attention to family child care homes, family/friend/neighbor care, and the impact of COVID-19. Ariana added that the Planning Committee will continue to work in concert with the Roundtable that will begin next month with a review of their adopted equity statement with a proposal for a joint equity statement. Ariana added that all work will be conducted through a racial



and social justice perspective and with readiness to address new challenges that impact program operations due to COVID-19.

## **7. Work Group Updates and Recruitment**

Ernesto relayed the importance of the work groups to tackling much of the work of the Planning Committee. Members are expected to participate in at least one group; alternates and community stakeholders are welcome to participate in any of the work groups with the exception of the Governance and Parent/Consumer Work Groups. He then invited representatives of each work group to provide a brief introduction.

*Access and Inclusion Work Group* – Ariana reported that this work group meets monthly for 1½ hours per month. Among its charges, the Access and Inclusion Work Group leads preparation of the needs assessment every five years – a priority for this year as it is due in 2022, considers requests from agencies holding contracts with the California Departments of Education and Social Services to serve low-income families eligible for subsidized services and wishing to expand or change their service areas, and promotes the inclusion of children at risk for or with disabilities and other special needs in typical early care and education programs and encourages the coordination of services.

*Governance Work Group* – Nicole Lopez relayed that meetings are scheduled as needed throughout the year. Its duties include: overseeing membership recruitment and development of the membership slate for presentation to the Planning Committee; reviewing and updating the Planning Committee policies and procedures every two years; preparing the annual report and self-evaluation; and presenting items to the Planning Committee for approval as needed. This work group is limited to members only.

*Joint Committee on Legislation* – A joint committee with the Roundtable, it meets for two hours from 12:00-2:00 p.m. every third Thursday of the month from January through June consistent with the state legislative session. Lisa Wilkin relayed that the joint committee: focuses on federal, state, and local policy initiatives with impacts on early care and education services available for Los Angeles County families; monitors state and federal legislation and budgets and guides the development of recommended positions on selected bills and the Governor's budget and May Revise for proposal to the Board of Supervisors via the Roundtable with input from the Planning Committee; and facilitates updating of the County's state and federal legislative agendas. She offered the following potential public policy issues of interest for 2022 as follows: transition of programs from the California Department of Education to the California Department of Social Services; reimbursement rate reform for state subsidized programs serving low-income families; and implementation of universal transitional kindergarten and its impacts on families and providers.

*Parent/Consumer Work Group* – Ernesto announced this work group as a proposed, emerging group to lift the voices of the Planning Committee's parent representatives with intentionality and purpose. The work group will be invited to establish purpose, goals, and activities for the current year. It is limited to the parent/consumer representatives to the Planning Committee, reminding those serving as parents to set aside their professional "hats" to preserve the space for the parent/primary caregiver perspective.

*Workforce Work Group* – Andrea Fernandez stated that this work group was reconvened last year after an extended hiatus with a new purpose to address a component of the Workforce Pathways LA grant awarded to the Office for the Advancement of Early Care and Education on behalf of the Planning Committee. For background, Workforce Pathways LA replaced the Investing in Early Educators Program with an expanded scope of work. With the advent of Workforce Pathways LA, this work group partnered with the QSLA Work Group as the Joint Committee on Workforce Systems Improvement to conduct an early care and education professional development landscape analysis

and present it at a forum that was held on June 28, 2021. This year, the Joint Committee will select among the recommendations for refining the professional development system included in the analysis to tackle this year. The Joint Committee is scheduled to meet the third Tuesday of the month for two hours from 2:30 – 4:30 p.m. beginning September 21<sup>st</sup>.

## **8. Announcements and Public Comment**

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

- The Low Income Investment Fund (LIIF), sponsored by Build Up California, is hosting “Building Blocks for an Equitable Recovery Initiative”, a Roundtable Series on Early Care and Education Facilities – Greater Los Angeles. The first of the series is scheduled for Thursday, September 2<sup>nd</sup> at 12:00 p.m. Information regarding the series with registration detail will be sent by e-mail following the meeting.
- The Quality Start Los Angeles (QSLA) Dual Language Learning Initiative will be launched on September 25, 2021 with Marlene Zepeda serving as the keynote speaker. An e-mail announcement will be distributed soon.
- First 5 LA and its partners are convening parent and provider survey panels. A mobile-friendly platform will engage parents of children from birth to eight years old to provide input that will inform future investment strategies that are community centered. For more information, go to <https://drive.google.com/file/d/1N9DjxkEMZBU7pgo2KCi1OFuccsNJzNfB/view?usp=sharing>; in Spanish, <https://drive.google.com/file/d/1uUTZdbKs8Z9G2uFp6gntaz8YIFOLLIYw/view?usp=sharing>
- Crystal Jones announced the opening of “Crystal Clear Learning Center”. For more information regarding the services the center offers for persons working with children, call 562.980.0197 or visit [www.ccclearning.us](http://www.ccclearning.us).
- Infant Development Association of Southern California upcoming events include “I have to go outside? Sensory Processing in a Post-COVID World” scheduled for September 10<sup>th</sup> and “Now What? Reviewing Current Public Health Guidelines for Early Care and Education/Early Intervention” scheduled for September 13<sup>th</sup>. For more information, visit <https://www.idaofcal.org/>.
- Save the Date! Advancement Project California will be holding its next virtual Water Cooler event from October 14 through October 15, 2021 with a focus on birth through 12<sup>th</sup> grade. More information will be forthcoming.
- The next LA County Early Childhood Education COVID-19 Response Team Community Call is scheduled for Friday, September 10, 2021 from 9:00 – 10:30 a.m. During this call, presenters from Public Counsel and Gibson Dunn will provide an overview of laws related to COVID-19 workplace vaccination policies, discuss factors that employers should consider when thinking about implementing mandatory COVID 19 workplace vaccination policies, and answer common questions related to COVID 19 mandatory workplace vaccination policies. Registration is required; to register, go to <https://first5la.zoom.us/meeting/register/tJ0qdOyvrTsjHtwluGJU38FKoW-72g7Ma4Or>.

## **9. Adjournment**

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

*The meeting was adjourned at 1:56 p.m.*





**Local Child Care and Development Planning Councils  
Agency Annual Report – Form CD 2934  
FY 2020-21**

*To be submitted via on-line survey*

1. Legal Name of Agency: County of Los Angeles Board of Supervisors
2. Vendor Number: 19-2419-00-9
3. Agency Contact Name: Michele P. Sartell
4. Agency Contact Phone Number: 323.594.1244
5. Date Agency Self-Evaluation Completed:
6. Date of Current Needs Assessment: 2016-17
7. Date of Current Comprehensive Child Care and Development Plan: 2020-25
8. Program Year: 2020-21
9. Annual Report Process Description: 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 Local Planning Council (LPC) members in the self-evaluation process. Include the start and completion date of your self-evaluation and annual report process. Include information regarding the update of the LPC Program Coordinator and LPC member handbooks to reflect the new requirements and documentation of the new self-evaluation process.

The Child Care Planning Committee (Planning Committee) – Los Angeles County's local child care and development planning council – has been assigned preparation of the Agency Annual Report (Form CD 2934) and Summary of Self-Evaluation (Form CD 2935) to its Governance Work Group. The Governance Work Group includes Planning Committee members representing parents, early educators in centers and family child care homes, higher education, and a Board of Supervisor appointee. On August 11, 2021, 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 Planning Committee compliant in all seven areas for Fiscal Year (FY) 2020-21.

The Governance Work Group presented their findings documented in the Summary of Self-Evaluation and the Agency Annual Report on October 6, 2021 to the full Planning Committee members comprised of 50 members representing parents/consumers, early educators,

community-based and public agencies, child care resource and referral agencies, institutions of higher education, and direct Board of Supervisor appointees. The membership was certified by the County Superintendent of Schools and Board of Supervisors authorized representative in June 2020 and July 2020 respectively. The Planning Committee unanimously approved the findings.

The Planning Committee's *Policies and Procedures* addresses all of its operations including the fulfillment of mandates as provided in the California Education Code sections pertaining to the local child care and development planning councils. The *Policies and Procedures* stipulate the current requirements for preparing and submitting the Agency Annual Report and Self-Evaluation. The document is reviewed every two years and updated as needed by the Governance Work Group. Revisions are submitted for approval to the full membership of the Planning Committee. The last review of the Policies and Procedures was completed by the Governance Work Group on November 12, 2020 and approved by the membership on December 2, 2020. Revisions to the *Policies and Procedures* addressed protocols for virtual meetings due to a public health crisis or other unforeseen emergency. The revised Policies and Procedures were submitted electronically to and received by the California Department of Education on December 17, 2020.

10. By checking this box, 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) were used. Authorized Agency Representative: check upon completion.

11. Name of Authorized Agency Representative: Michele P. Sartell

12. Date of Authorized Agency Representative Certification:

13. By checking this box, I certify that at least one LPC Representative who participated in the agency's completed self-evaluation process (described above) has reviewed and approved this document. LPC Representative: check upon completion.

14. Name of LPC Chairperson or Representative: Nicole Lopez and JoAnn Shalhoub-Mejia

15. Date of LPC Chairperson or Representative Certification



**Local Child Care and Development Planning Councils  
Summary of Self-Evaluation Findings – Form CD 2345  
FY 2020-21**

1. Agency Name: County of Los Angeles Board of Supervisors
2. Agency Address: 600 South Commonwealth Avenue, Suite 800, Los Angeles, CA 90005
3. Agency County: Los Angeles
4. Contract Number: CLPC-0019
5. Contract Amount: \$271,270
6. Vendor Number: 19-2419-00-9
7. Agency Contact Name: Michele P. Sartell
8. Agency Representative Title: Child Care Planning Coordinator/Program Specialist III
9. Agency Contact Phone Number: 323.594.1244
10. Review Start Date: August 11, 2021
11. Review Date End: October 6, 2021
12. Program Year: 2020-21
13. Educational Code (EC) Section 8279.3 and 8499.5(b) Involvement in Local Priority Setting Process
  - a. **Compliant** or Noncompliant
  - b. Explain examples of compliance or noncompliance findings

The Access and Inclusion (AI) Work Group of the Child Care Planning Committee (Planning Committee) – Los Angeles County’s local child care and development planning council (LPC) – participated in the preparation of the LPC Local Funding Priorities (Priorities) for FY 2020-21. Data for the priorities was pulled from the Early Learning Needs Assessment Tool (ELNAT) administered by the American Institutes for Research (AIR) via a subscription held by the California Child Care Coordinators Association holds on behalf of the LPCs; each LPC contributes to the cost of the subscription. Survey data collected in 2018 through a partnership between the Planning Committee and the Los Angeles County Office of Education (LACOE) Head Start and Early Learning Division

augmented the information availability on ELNAT with respect to the counts of children enrolled in the Head Start programs and Family Child Care Home Education Networks to arrive at a more accurate representation of the needs in Los Angeles County.

The AI Work Group – comprised of Planning Committee representatives inclusive of parents/consumers, early educators, community and public agencies, and an appointee of the Board of Supervisors – reviewed the data and contributed to preparing a slide deck. The Co-chair of the AI Work Group presented the priorities at a public hearing held on February 3, 2021 and then the full Planning Committee on March 3, 2021.

#### 14. EC Section 8499.5 Governance and Administration

- a. **Compliant** or Noncompliant
- b. Explain examples of compliance or noncompliance findings

The Planning Committee, in partnership with First 5 LA, completed the needs assessment in 2017 including the needs assessment template for submission to the California Department of Education (CDE). Data for the needs assessment was collected from a variety of sources, including the ELNAT, the Child Care Alliance of Los Angeles on behalf of the resource and referral and alternative payment program agencies, and County Departments of Children and Family Services and Social Services, among others. In addition to preparing and submitting the template to the CDE, the Planning Committee and First 5 LA prepared an executive summary and technical report that included sections on data as related to workforce and quality as well as the access data comparing the availability against the need for early care and education services. The Planning Committee hosted a public launch of the needs assessment at a public launch in March 2017. Both the executive summary and the technical report are posted on the Office for the Advancement of Early Care and Education (OAECE) website at <https://childcare.lacounty.gov/publications/>.

#### 15. EC Section 8499.5 Funding

- a. **Compliant** or Noncompliant
- b. Explain examples of compliance or noncompliance findings

The needs assessment and priorities background data is posted on the OAECE website at <https://childcare.lacounty.gov/publications/>. Local agencies are welcome and encouraged to use the data to inform the needs of families for early care and education services in their communities in their reports that are presented to their Boards as well as local elected officials in addition to the preparation of applications for funding. The OAECE, on behalf of the Planning Committee, provides technical support to programs with questions about the data and how to make use of it for their needs. The OAECE, on behalf of the Planning Committee and the Los Angeles County Policy Roundtable for Child Care and Development – a Board of Supervisors (Board) appointed body – additionally has analyzed and elevated the data in responses to requests by the Board to strengthen their advocacy positions and consideration of investments.

16. EC Section 8499.3 Standards, Assessment, and Accountability

- a. **Compliant** or Noncompliant
- b. Explain examples of compliance or noncompliance findings

The Planning Committee has established Policies and Procedures that guide membership recruitment and selection consistent with the standards for certification of membership. In addition, the Policies and Procedures articulate the requirements of membership including work group participation, voting, and the general conduct of meetings with reference to the Brown Act and Roberts Rules of Order.

The Planning Committee's Governance Work Group initiated the membership launch for 2020-21 in March of 2020 at its monthly meeting, via the OAECE's extensive e-mail distribution lists, and through targeted outreach to agencies with parent engagement programs, such as Community Voices. Announcements regarding membership recruitment were also made at various meetings attended by members as well as staff to the Planning Committee. The Governance Work Group prepared the slate of 50 members – returning and new – to ensure the diversity of the County and the families served by early care and education programs, inclusive of geography and race/ethnicity. Membership was certified by the County Superintendent of Schools on June 12, 2021 and the Board of Supervisors authorized representative on July 31, 2021.

17. EC Section 8499.3(f),(g) Staffing and Professional Development

- a. **Compliant** or Noncompliant
- b. Explain examples of compliance or noncompliance findings

(f) The Planning Committee selects a Chair and Vice Chair according to the Policies and Procedures; the current Chair and Vice Chair were confirmed for the second terms of service at the monthly meeting held on June 3, 2020.

(g) The Chair and Vice Chair planned the theme for the year that guided their preparation of the monthly meeting agendas and identification of speakers. The theme for 2020-21 was "Reimagining an Equitable Early Care and Education System for Providers and Families". The theme informed decisions for the monthly meeting topics and presentations in addition to addressing the LPC mandates. Due to the COVID-19 pandemic, monthly meetings also included a status update on the impact of the pandemic and guidance for early care and education programs represented at the meetings. Additionally, meeting participants as well as the larger early care and education community were notified of regular Department of Public Health COVID-19 telebriefings and LA County ECE COVID-19 Emergency Response Team Community Calls that provided ongoing guidance on response and recovery for agencies that remained open or planned to re-open and offered online resources with additional information on operating during the pandemic.

An orientation for new members and their alternates was held on September 2, 2021; existing members and alternates were also invited to attend. The orientation served as an opportunity to introduce new members and alternates to the operations of the Planning

Committee as well as the expectations of membership to participate in work groups to accomplish the work of the Planning Committee. Members also were instructed to become familiar with the Child Care Planning Committee Manual that includes the Policies and Procedures posted on the OAECE website at <https://childcare.lacounty.gov/planning-committee/>. Members and alternates were encouraged to participate in and contribute to the following work groups: Access and Inclusion; Governance; Workforce Pathways LA (WPLA)-Joint Committee on Workforce Systems Improvement (a joint committee with the Quality Start Los Angeles Workforce Committee); and Task Force for Re-envisioning Early Care And Education in the Aftermath of COVID-19. Each work group was facilitated by co-chairs selected from the Planning Committee membership; work group members were called upon to actively contribute to the work. For example, members of the sub-committees of the WPLA Joint Committee identified and contacted entities that provide professional development to gather data on their training topics and targeted audiences, contributed to the writing of the report – *Learning from Today, Preparing for Tomorrow: An Early Care and Education Professional Development Analysis for Los Angeles County* (June 2021) (see [https://childcare.lacounty.gov/wp-content/uploads/2021/07/WPLA-LearningFromToday\\_ECE-PD-Landscape-Analysis\\_28June21.pdf](https://childcare.lacounty.gov/wp-content/uploads/2021/07/WPLA-LearningFromToday_ECE-PD-Landscape-Analysis_28June21.pdf)), and planned a forum for the public launch of the report (see [https://childcare.lacounty.gov/wp-content/uploads/2021/07/WPLA-LearningFromToday\\_ForumPacket\\_28June21.pdf](https://childcare.lacounty.gov/wp-content/uploads/2021/07/WPLA-LearningFromToday_ForumPacket_28June21.pdf)).

18. EC Section 8499.5(3) Opportunity and Equal Educational Access

- a. **Compliant** or Noncompliant
- b. Explain examples of compliance or noncompliance findings

The Planning Committee's Access and Inclusion Work Group of the Child Care Planning Committee presented the LPC Local Funding Priorities at a public hearing held on February 3, 2021 and then the full Planning Committee on March 3, 2021. Notices of the public hearing were sent to community stakeholders via the OAECE's extensive e-mail distribution lists and included an invitation to submit comments to Planning Committee staff by February 10, 2021 at 5:00 p.m. No written comments were received. Members of the public were invited to also attend the Planning Committee at which the Priorities were presented for approval and provided an opportunity to make public comment (note that monthly meetings of the Planning Committee are open to the public and advertised widely).

19. EC Section 8499.5(4),(5),(6),(7),(8) Collaboration Activities

- a. **Compliant** or Noncompliant
- b. Explain examples of compliance or noncompliance findings

(4) The Planning Committee in partnership with the Roundtable prepared and adopted a countywide child care plan for Los Angeles County entitled *A Unified Strategic Plan 2020-2025*. Prior to the onset of COVID-19, a joint retreat was held to shape the implementation plan. The pandemic slowed down the implementation work to focus on ensuring that programs had the necessary guidance and resources to re-open and/or remain open, yet connections with ongoing have been made to the four strategic areas:



Access, Quality, Workforce, and Families and Communities. The Planning Committee and Roundtable are gearing up to focus on implementation efforts beginning this fall.

(5) The Planning Committee works in partnership with the LACOE to conduct an annual survey of subsidized early care and education programs to determine the availability of services for income-eligible families. In addition to collecting data on the state subsidized programs, data is captured on the numbers of children enrolled in Early Head Start and Head Start. The data from 2018 was used to inform preparation of the Priorities and examine communities where significant gaps in services continue to exist. Work with First 5 LA in preparing the priorities this year resulted in the development of heat maps to better inform the need compared to the availability of services, which is being used to inform conversations and develop strategies for targeting communities most in need with resources for such things as facility development and access to financial resources to serve additional income-eligible families including expansion funds included in the State budget as those monies become available.

(6) The Planning Committee consistently seeks opportunities for collaboration and partnership with local stakeholders. The Planning Committee provides representation to the following: Quality Start Los Angeles (QSLA), the regional hub for the Quality Consortium California; Center for Professional Development Innovation Advisory Group; and the Roundtable. Local stakeholder groups represented on the Planning Committee in FY 2020-21 included: Child Care Alliance of Los Angeles (the network of child care resource and referral and alternative payment program agencies serving the children and families of Los Angeles County), Community Voices, First 5 LA, Partnerships for Education, Articulation & Coordination through Higher Education (PEACH), and SEIU in addition to County departments. This year, the Planning Committee engaged in a conversation with Early Start representatives to facilitate referrals of families with young children showing signs of developmental delays to the program in addition to strengthening relationships between the Planning Committee and the regional centers. An alternate to the Planning Committee arranged for and facilitated the conversation and continues to serve as the point person for continuing the effort on behalf of the Planning Committee and its AI Work Group.

(7) A centralized eligibility list does not exist in Los Angeles County since funding was removed from the state budget. Given the size of the County, a funding source would be needed to design and develop a system. Currently, subsidized agencies maintain their own waiting lists.

(8) As mentioned in item (5), the Planning Committee partners with LACOE in the collection of data from all agencies holding State contracts for subsidized services as well as from the Head Start Programs. The data captures program services provided part-day and full-day as well as the blending or coordination of part-day State Preschool and Head Start programs to meet the full-day needs of working families. The data is made available to agencies considering expanding their services to better meet the needs of families for full-day services.

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## **POLICIES AND PROCEDURES**

### **I. Standard Operating Procedures**

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

### **II. Membership**

#### **RECRUITMENT OF CHILD CARE PLANNING COMMITTEE MEMBERS**

The Governance Work Group of the Child Care Planning Committee (Planning Committee) will conduct recruitment in support of the recommending/appointing bodies, and in compliance with the membership categories defined in the **Education Code Sections 8499–8499.7 to Welfare and Institutions Code Article 2, Section 10485**. To ensure optimal representation and access to this process, recruitment and outreach will be undertaken no less than three (3) months prior to the selection of members. Recruitment and selection will take into consideration geographic and ethnic representation, and will ensure that there will be at least one (1) member from each of the Service Planning Areas:

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

## ALTERNATES

Each member will name an alternate to serve in his/her absence and will give Planning Committee staff the alternate's name and contact information (address, telephone number, e-mail address, etc.). Effective FY 2019-20, the alternate must represent the same category as the member. The member is responsible for maintaining communication with the alternate regarding the business of the Planning Committee and for ensuring that the alternate is available to attend meetings. Alternates are encouraged to attend and participate in discussions at all Planning Committee and Work Group meetings. In the absence of the member's attendance at a meeting, the alternate will be entitled to vote.

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

## TERMS OF OFFICE

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

An individual's term of membership may be terminated prior to the end of three (3) years due to: changes in employment or residence; conflict of interest issues; excessive absence (see II. Attendance and Participation); or other changes in status that affect the member's representation on the Planning Committee. When this occurs, effective FY 2019-20 the individual designated as the member's alternate will continue to serve in this capacity through the end of the year.

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

## OFFICERS

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

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

The Chair of the Planning Committee shall: 1) Chair the Planning Committee meetings; 2) help develop the agenda for each meeting; 3) sign all documents related to contracts with the California Department of ~~Education~~Social Services, Board letters related to Planning Committee business, and other correspondence deemed appropriate; 4) serve as the Committee's representative to the ~~Chief Executive Office~~Department of Public Health on matters related to staff selection; and 5) represent the Planning Committee on the Policy Roundtable for Child Care and Development. In the event the Chair is unable to represent the Planning Committee on the Roundtable, the Vice Chair will be appointed with the Chair Emeritus or another identified members serving as the alternate.

### **Election of Chair**

Every two years, or in any year in which the Chair position is vacant, at the time of new member recruitment, the nominating process will begin. Members will be given nomination forms describing the role, responsibilities, and qualifications for Chair. To qualify to be nominated for Chair, a member must have served on the Planning Committee for at least one year within the last five (5) years and have been actively participating through attendance at both Planning Committee and Work Group meetings. Members may nominate themselves or other Planning Committee members. The Governance Work Group also may put forward a nomination for Chair.

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

### **Election of Vice Chair**

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

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

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

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

### **III. Attendance and Participation**

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

### **ABSENCES**

Members may be absent from no more than three (3) consecutive Planning Committee meetings or three (3) consecutive Work Group meetings. To be considered absent from a meeting, neither the member nor his/her alternate would be present. After the second consecutive absence, the Planning Committee staff may contact the absent member. After the third consecutive absence, a letter will be sent from staff to the appointee notifying him/her of his/her termination from the

Planning Committee. Termination from the Planning Committee does not prohibit participation as a guest.

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

## **WORK GROUP PARTICIPATION**

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

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

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

## **IV. Voting**

### **QUORUM**

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

### **ACTION ITEMS**

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

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

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

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



## ROLE OF WORK GROUPS

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

### *Selection of Representatives to Other Committees, Task Forces, Councils*

The Planning Committee as the County's local child care and development planning council is often asked to provide representation to other committees, task forces and councils or other stakeholder group. Potential representatives may be identified for assignment by the leadership of the Planning Committee comprised of the Chair, Vice Chair, and the Child Care Planning Coordinator.

### *Public Policy Matters*

The Planning Committee may consider weighing in on administrative and legislative policies that impact the field of early care and education for elevation to the County Board of Supervisors (Board) through the Policy Roundtable for Child Care and Development (Roundtable). The Planning Committee may not take an official position on any public policy item (e.g. federal or state legislation or budget proposal) independent of the Board. Once the Board has an adopted pursuit of position on legislation or proposed budget items impacting early care and education, Planning Committee members may be asked for information that will support advocacy efforts conducted by the County's Legislative Representative in Sacramento.

## CONFLICT OF INTEREST

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

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

## VOTING ON MOTIONS

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

A motion will be considered as “passed” when a simple majority of the members present vote in the affirmative. Abstentions are not considered votes and are therefore not counted as support for the motion. When the vote is not unanimous, the vote or abstention of each member present at the meeting must be recorded in the minutes. A motion that results in a tie vote does not pass.

Agenda items that are non-controversial and do not require a hearing for approval to be automatically adopted with a single vote of the governing body, such as the monthly minutes and miscellaneous reports that are submitted to the California Department of Education and/or the California Department of Social Services, will be listed on the Consent Calendar. Agenda Items will be sent prior to the meeting with ample time for members/alternates and the public to review. Any member/alternate or member of the public can ask that an item be removed from the consent agenda for open discussion at that meeting. If there are no objections on items remaining on the consent calendar, the chair (or vice chair in the chair’s absence) will state “if there is no objection, these items will be adopted.” After pausing for any objections, the chair states “As there are no objections, these items are adopted.”

## **MEETINGS HELD BY TELECONFERENCE**

The Planning Committee generally holds in-person meetings in various locations throughout the County. Teleconference meetings that occur through audio and/or video means will be scheduled only upon the issuance of an Executive Order of the Governor due to a public health emergency such as an epidemic or pandemic or in the event of a disaster that prohibits in-person meetings. Agendas with information for participating in the meetings by the membership and general public will be posted 72 hours in advance of the meeting in the outdoor case located in the front of the Kenneth Hahn Hall of Administration and on the Office for the Advancement of Early Care and Education website. Additionally, meeting notices with the agenda and supporting materials will be sent via e-mail to the members and alternates and by request to members of the public. Planning Committee members and alternates and members of the public will be provided with a conference call-in option as well as the link to the virtual meeting. If requested, the agenda shall be made available in alternative formats to persons with disabilities.

Like in-person meetings, attendance will be taken at the beginning of the meeting to determine quorum for action items. Members and their alternates will enter their name, affiliation and membership category in the chat; guests also have the option of recording their attendance in the chat room. Any member may “suggest the absence of a quorum”, at which the Chair will direct the roll call to be called.

All meeting participants will be placed on mute as they enter the meeting. Anyone wishing to speak or comment during the meeting is to use the raise the hand feature; if desired, members, alternates and guests may enter their comments into the chat room. Persons raising their hands will be called upon to speak in the order that their hands are raised. Comments/questions in the chat room will be read aloud and responded to as the meeting progresses. Members of the public may present their comments anonymously.

For action items requiring discussion, the chair, or in the chair's absence, the vice chair will call for a motion, a second and for any discussion. These action items will be voted on via verbal roll call of the members (or alternate in the member's absence). A designated staff member will call roll of each member or, in the absence of the member, their alternate for their vote on action items. Members/alternates will respond with "aye", "nay" or "abstain".

## **V. Staff Selection**

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

## **VI. Annual Report and Self-Evaluation**

The Governance Work Group comprised of Planning Committee representatives is convened each year to prepare the annual report and determine compliance with the key dimensions of the **California Education Code inclusive of the Sections 8279.3 and 8499 provisions (California Welfare and Institutions Code Article 2, Section 10485)** in the self-evaluation. The Governance Work Group co-chairs present the completed *Local Child Care and Development Planning Councils Agency Annual Report (Form 2934)* and *Local Child Care and Development Planning Council Programs - Summary of Self Evaluation Findings (Form 2935)* as an action item at a regularly scheduled meeting. The annual report form is signed by the Planning Committee Chair and Child Care Planning Coordinator, which is then submitted to the California Department of **Education-Social Services** per instructions.

## **VII. Complaint Procedure**

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

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

## **VIII. Amendments to the Policies and Procedures**

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

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

## **IX. Compliance with Brown Act**

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

Adopted by the Committee:	July 1, 1998	Reviewed without changes:	September 20, 2016
Updated:	December 4, 2002	Updated:	September 5, 2018
Updated:	April 4, 2003	Reviewed without changes:	May 14, 2020
Updated:	March 6, 2004	Updated:	December 2, 2020
Updated:	March 11, 2005	<u>Updated:</u>	
Updated:	June 1, 2005		
Updated:	May 3, 2006		
Updated:	December 3, 2008		
Updated:	December 1, 2010		
Updated:	May 2, 2012		
Updated:	November 5, 2014		

Pending Approval

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## **Equity Statement**

The Policy Roundtable for Child Care and Development (PRCCD) firmly believes that all young children in LA County have an undeniable right to develop and thrive without explicit and implicit biases. Existing systemic educational and societal barriers have led historically marginalized communities to lack access to education, healthcare, and other services necessary for their growth and development.

Acknowledging and eliminating the various layers of inequities is essential and central to ensuring that children, families and child care providers will be recognized as valued members of society. PRCCD will also work diligently to make a collective impact in advancing equity for child care providers by influencing and championing training, development opportunities and a diverse workforce.

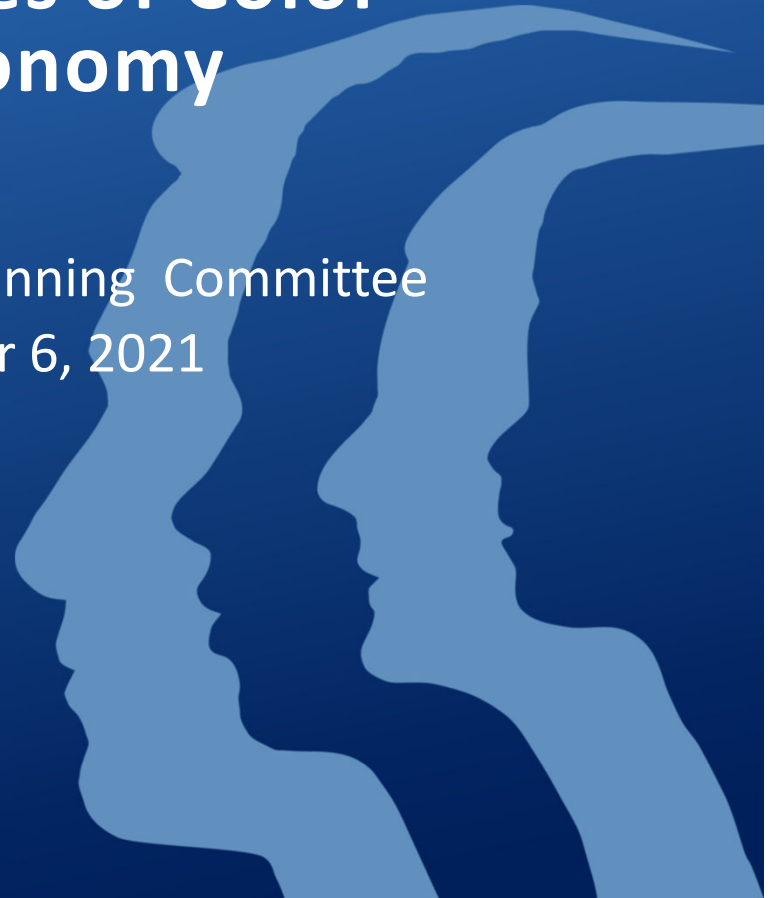
To accomplish this, we must normalize a holistic, intentional investment in children, families and child care providers. As influencers, we strive to create conscious, collaborative communities of leaders, policy makers, educators and parents. The PRCCD is dedicated to challenging one another to engage in a full spectrum of diverse perspectives amongst subject-matter experts and the community at-large. PRCCD is committed to being the catalyst of advocacy for equitable public policies and supporting and sustaining effective quality early care and education through recommendation to the Los Angeles County Board of Supervisors.

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# **Response to Motion: Pathways to Economic Recovery for Women, Communities of Color and the Care Economy**

Presentation to Child Care Planning Committee  
Wednesday, October 6, 2021

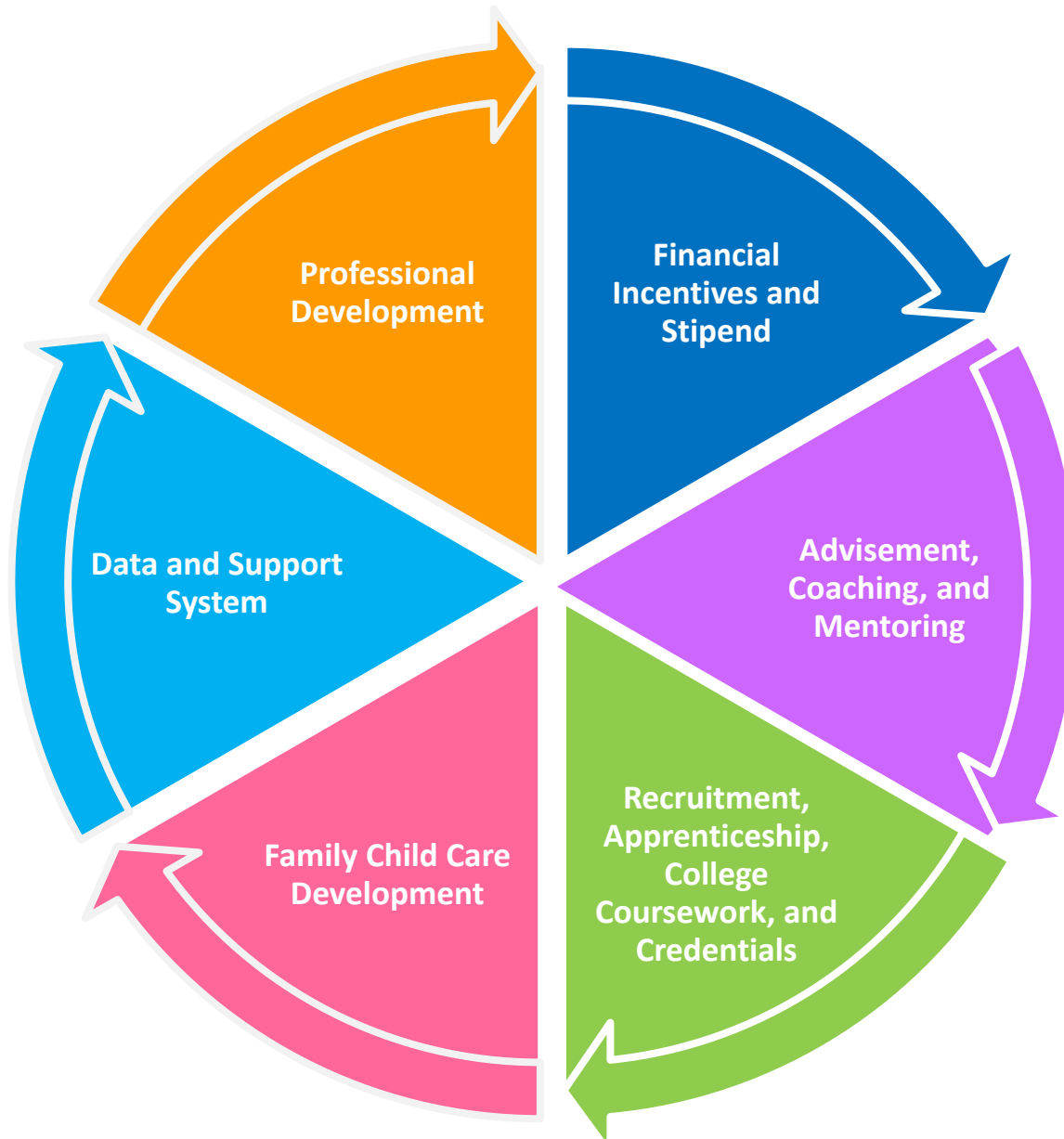


## 06/22/21 – Motion by Board of **Supervisors Mitchell & Kuehl** directed **OAECE** to:

1. **Develop a plan and framework for implementing a comprehensive early care and education workforce development strategy** equipped to support new and current workers in the field through educational and job training opportunities and that includes
2. **Report back on policy recommendation for unmet needs of the early care and education workforce in Los Angeles County with information related to compensation needs for the early care and education workforce** who serve different ages of children in a variety of settings and proposed financial models to increase the wages for licensed early care and education centers and family childcare homes based on best practices from other jurisdictions

- **Who is the LA County ECE Workforce?**
  - Over **30,000** early educators
  - Only **half** of LA County early educators have college degrees
  - **50%** of ECE worker households are “low income” and a high proportion receive public assistance
  - A kindergarten teacher in LA County earns **\$66,000** including benefits, while the ECE sector earns, on average, just above the minimum wage

# LA County Workforce Development System





# LA County ECE Workforce Landscape



## Financial Incentives & Stipends

**Workforce Pathways**  
OAECE

**Quality Start LA**  
LACOE, First 5 LA  
OAECE, Child360  
PEACH, Child Care Alliance

**ELAC /El Camino  
Partnership**  
LACOE

## Advisement, Coaching, & Mentoring

**Workforce Pathways**  
OAECE  
CHILD360, PEACH  
Child Care Alliance

**Quality Start LA**  
LACOE, First 5 LA  
OAECE, Child360  
PEACH, Child Care Alliance

**CA Preschool  
Instructional Network**  
LACOE

## Recruitment, Apprenticeship, College Coursework, & Credentialing

**ECE Course  
Competencies  
Mapping**  
PEACH, First 5 LA

**ECE Credential  
Advocacy**  
PEACH  
First 5 LA

**ECIPS**  
Child Care  
Resource  
Center

**Head Start  
Parent Training**  
LACOE

**LA Early  
Childhood Equity  
Project**  
City of LA

# LA County ECE Workforce Landscape



## Family Child Care Support

**Workforce Pathways  
FFN Stipend**  
OAECE, Child Care  
Alliance

**California Child Care  
Initiative (CCIP)**  
Resource &  
Referral Agencies

**Family Child Care  
Licensing Support**  
SEIU

**FCCHEN**  
Resource &  
Referral Agencies

## Data & Support

**Workforce Registry**  
Child Care Alliance

**Substitute Pool**  
Child360

**QSLA Workforce  
Development  
Committee**  
Quality Start LA

**LPC Workforce  
Workgroup**  
Child Care Planning  
Committee

## Professional Development

**Jan. – Dec. 2020**  
3,461 trainings  
provided by 45  
organizations

**Most Common Trainings**

- 1) Child Development and Learning
- 2) Relationships Interactions & Guidance
- 3) Assessment and Documentation
- 4) Health, Safety and Nutrition

**Least Available Trainings**

- 1) Early Childhood Education
- 2) Dual Language Development
- 3) Culture, Diversity & Equity
- 4) Special Needs and Inclusion

## Disconnected Efforts

ECE Workforce programs have grown organically and are disconnected

## Duplication vs. Gaps

Identified duplication of some strategies (i.e., FFN licensing), while gaps are left unfulfilled (i.e., college advisement)

## Limited Reach

Although the need is great, the scale of each program is limited compared to the numbers of early educators.

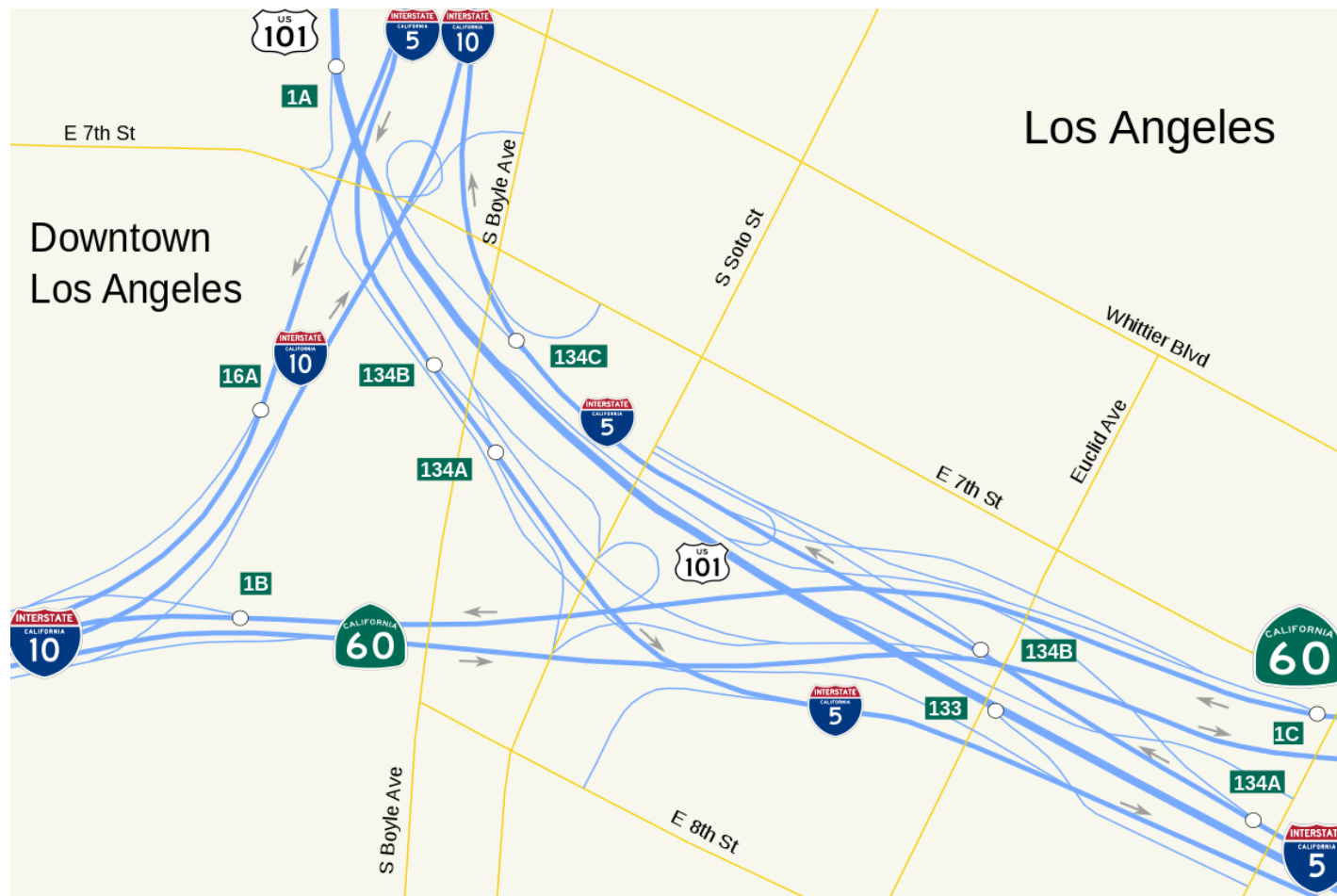
## Funding Challenges and Opportunities

- Funding on critical issues is time-limited, so it is challenging to make movement on long term issues
- Many efforts are state funded, providing an opportunity for support from philanthropy or local public investment

# Leveraging and coordination



Although there are many individual programs,  
how do we coordinate, align, and maximize our resources?



# Recommendations: **Workforce Development**



- 1) Establish an **ECE workforce collaborative** to coordinate, align, and maximize resources
- 2) Invest in innovative **“earn and learn”** strategies to recruit and train an effective workforce like apprenticeship programs
- 3) **Align and expand supports** to family child care providers to strengthen their businesses, expand services and to support family, friend and neighbor (FFN) providers to enter the workforce
- 4) Support **college and career advisement programs** to strengthen qualifications and to retain the current workforce
- 5) Pilot **competency-based pathways** that allows the workforce to demonstrate competency in order to earn credit toward degrees
- 6) Work with Partnership for Early Childhood Investment to **align public and private resources**

# Recommendations: **Financial Model**



- 1) Support a **local measure/tax** to subsidize compensation for early care and education providers
- 2) Provide **financial relief** through stipends, bonuses, tax credits, education loan forgiveness, and home buying assistance
- 3) Establish **compensation standards** for starting and ongoing wages, benefits, and planning time for professionals in all teaching and support roles and education levels, using the living wage standard as a minimum
- 4) Ensure **adequate public funding** is available to meet articulated compensation standards
- 5) **Re-envision the State reimbursement system** to cover the true cost of quality care
- 6) Create **political and public will for compensation parity** between ECE and K-3 by changing perceptions and strengthening advocacy capacity

# Reflection & Discussion





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REVISED MOTION BY SUPERVISORS HOLLY J. MITCHELL  
AND SHEILA KUEHL

JUNE 22, 2021

**PATHWAYS TO ECONOMIC RECOVERY FOR WOMEN, COMMUNITIES OF COLOR,  
AND THE CARE ECONOMY**

When health crises like COVID-19 emerge, the shocks to economic, social, and health systems have ripple effects for the diverse communities in the workforce. The pandemic illuminated the unique challenges faced by sectors where women and people of color are significantly represented. Industries with the highest rate of women were also the hardest hit during COVID-19. These industries include; personal care services, early care and education, retail, and hospitality. These sectors make-up the jobs and careers in the “care economy” and usually have a higher number of women of color. According to the Los Angeles Economic Development Corporation’s (LAEDC) Pathways to Economic Resiliency report, women are typically responsible for childcare duties and voluntarily left the workforce at higher rates to care for children at home leading to higher numbers of unemployment claims. Women have accounted for nearly 56 percent of workforce exits since the onset of the pandemic, while only making up 48 percent of the workforce. Many female-dominated industries lack protections such as paid sick leave or unemployment insurance. When those jobs disappeared, women had no social safety net to fall back on. As leaders face the enormous challenge of rebuilding post-pandemic economies, recovery for women must be at the center of their strategies.

- MORE -

MOTION

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According to the National Women's Law Center, 93 percent of early care and education workers are women, and many are women of color and immigrants. This industry's workforce has decreased 15 percent since the start of the pandemic, leaving many women out of work. As of May 21, 2021, only 80 percent of licensed family childcare homes and 70 percent of licensed early care and education programs were open. Lack of access to childcare makes it harder for parents, especially mothers, to fully participate in the workforce. In areas with the greatest shortage of early care and education spaces, women's labor force participation is about three percentage points less than in areas with a high capacity of early care and education spaces, hurting families and hindering U.S. growth and competitiveness.

There are a number of challenges in the early care and education industry for both workers and families such as affordable and quality child-care, fair compensation for workers, and upskilling opportunities. According to the 2017 Los Angeles County (County) Early Care and Education Needs Assessment, childcare professionals earn a median hourly wage of \$11.61 and preschool teachers earn a median hourly wage of \$15.25, compared to kindergarten teachers who earn a median hourly wage of \$30.74. There must be a focus on creating an early care and education system that responds to the needs of the workers and families at different socioeconomic statuses. Early care and education is one of the building blocks for increasing women's participation in the workforce and addressing the wage gap for women

Additionally, a focus on recovery for communities of color is equally important to building an inclusive and equitable economy. The unemployment rates during the pandemic remained high for people of color. For Black women and Latinas unemployment rates were at 8.6 percent and 7.5 percent respectively. For White women, the rate dropped to 4.8 percent. Workers that identified as Black, Asian, Hispanic/Latino, and possessed a high school degree or less filed unemployment claims at higher rates according to LAEDC. Moreover, over 93 percent of all County businesses are small businesses with less than 20 employees. Most women-owned businesses tend to be smaller — sole proprietorships or informal microenterprises with fewer than five employees, making it harder to access traditional lending products and pandemic relief

programs such as the Paycheck Protection Program (PPP). Furthermore, closing the gender gap in entrepreneurship would help reduce poverty, create jobs, and spur growth and innovation. The County should work together with stakeholders to target lines of credit and other forms of finance, boost the creation of e-commerce platforms to enable access to markets, and help business incubators to overcome biases when it comes to investing in women-owned businesses.

The County has taken important steps to uplift emerging entrepreneurs and businesses through the County's first-of-its kind Entrepreneurship Center in East Los Angeles, and the County's Small Business Concierge in the Office of Small Business. We must now take a transformational approach to ensure inclusive economic mobility while tackling any impact the pandemic has had to the gender and racial wealth gap.

**WE THEREFORE MOVE THAT THE BOARD OF SUPERVISORS:**

1. Direct the Director of the Department of Consumer and Business Affairs (DCBA), in consultation with the Chief Executive Officer (CEO), and the Directors Workforce Development, Aging, and Community Services (WDACS), the Los Angeles County Development Authority (LACDA), the Office for the Advancement of Early Care and Education (OAECE), the Women and Girls Initiative (WGI), the Department of Public Social Services (DPSS) and the administration of the upcoming Economic and Workforce Development, and other relevant stakeholders, to report back in writing within 60 days with a plan and framework to establish an *Economic Mobility Initiative (Initiative)* that targets outreach to women and people of color. The *Initiative* shall include the creation of a Community Impact Entrepreneurship Academy (Entrepreneurship Academy) to stabilize and grow women-owned businesses and businesses of color. The report should include, but not be limited to:
  - a. A structure for the Entrepreneurship Academy, including creation of a cohort style program with assigned mentors, technical assistance, capacity building, legal assistance, and connection to contracting opportunities for emerging businesses.

- b. Lines of credit and other forms of finance, including commercial lease assistance and microloans for those accepted into the Entrepreneurship Academy that can be used for start-up and expansion, as well as increased costs due to COVID-19 safety regulations.
  - c. Resources to support training opportunities for small businesses and micro-entrepreneurs such as technical assistance, upskilling, and digital literacy to transition small business services to an online platform.
  - d. A plan to develop an asset building revolving loan fund for those participating in the Entrepreneurship Academy.
  - e. Resources needed to administer the Entrepreneurship Academy.
- 2. Direct the CEO to identify any staffing needs and costs that would be required to implement the *Initiative* along with identification of any potential funding sources to support the initiative and an oversight structure within the new Economic and Workforce Development Department.
- 3. Direct the Director of WDACS, in consultation with the administration of the new Economic and Workforce Development Agency, to report back within 60 days to identify opportunities to incentivize the rapid re-employment of women through the *Los Angeles County Works Initiative* and establish a framework for High Road Training Partnerships that target outreach to women.
- 4. Instruct the Director of the OAECE, in consultation with the Roundtable for Child Care and Development, the Child Care Planning Committee, the Directors of WDACS, DPSS, DCBA, LACDA, WGI, the CEO, and other relevant departments, to report back in writing within 120 days with a plan and framework for implementing a comprehensive early care and education workforce development strategy equipped to support new and current workers in the field through educational and job training opportunities. The report should include:
  - a. An approach to stabilize licensed early care and education providers that are open during COVID-19 recovery and re-engage early care and education providers who have closed during the pandemic.

- b. A plan to support early care and education professionals to improve their qualifications and advance along the California Early Learning Career Lattice. Strategies may include but not be limited to support for Family, Friends, and Neighbors (FFN) to become licensed family child care homes, career and college advisement, apprenticeships, and financial incentives to increase completion of training, college coursework, degrees, and Child Development Permits.
  - c. Maximize partnerships with outside organizations and colleges such as Service Employees International Union (SEIU) Local 99, Quality Start LA, the Los Angeles County Office of Education, First 5 LA, Resource and Referral agencies, Alternative Payment agencies, CHIL360, and Partnerships in Education, Articulation, and Collaboration in Higher Education (PEACH) to leverage systems alignment, training and educational opportunities.
  - d. Consult with relevant ECE stakeholders to provide recommendations to reduce fees, streamline the permitting process and review childcare as a permitted use in certain zones to catalyze the opening of new childcare providers in Los Angeles County.
  - e. Identify funding to capitalize early care and education providers who were forced to close between March 2020 to present to spur re-opening.
  - f. Identify any staffing needs and costs that would be required to implement the comprehensive workforce development strategy along with identification of any potential funding sources.
5. Instruct the Director of the OAECE, in consultation with the Policy Roundtable for Child Care and Development, to report back on policy recommendations for unmet needs of the early care and education workforce in Los Angeles County in writing within 120 days with information related to:
- a. Compensation needs for early care and education workforce who serve different ages of children in a variety of settings.

- b. Proposed financial models to increase the wages for licensed early care and education centers and family childcare homes based on best practices from other jurisdictions.
- 6. Direct the CEO through the County's legislative advocates to recommend a legislative strategy to provide economic opportunities for the early care and education industry including streamlining the facility permitting processes, an improved reimbursement rate system that covers the cost of quality care, and business growth resources for early care and education providers.
- 7. Direct the County's legislative advocates to advocate for passage of President Biden's infrastructure plan to expand tax credits to encourage businesses to build childcare facilities at places of work.
- 8. Direct the CEO, in consultation with, the Directors of DCBA, LACDA, and the Department of Regional Planning to identify county-owned and leased properties, as well as vacant property offered by the faith-based community, that could serve as future childcare facilities and report back in 90 days with recommendations.

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(CGo/CT)