



**Wednesday, April 6, 2022 ▪ 12:00 p.m. – 2:00 p.m.**

Microsoft Teams

[Click here to join the meeting](#) or call 323.776.6996; Phone Conference ID: 787 752 965#

*Theme for 2021-22: Centering equity and lifting community voices to build a path for transformative change in our early care and education system.*

**AGENDA**

- |             |   |  |
|-------------|---|--|
| 1.<br>12:00 | Welcome and Introductions<br>▪ Roll Call of Members/Alternates (Michele Sartell, Staff)   | Ernesto Saldaña, Chair   |
| 2.<br>12:15 | COVID-19 Update   | Michele Sartell, Staff   |
| 3.<br>12:25 | Approval of Minutes ▪ March 2, 2022 <b>Action Item</b><br>▪ Roll Call of Members/Alternates   | Ariana Oliva, Vice Chair   |
| 4.<br>12:35 | Public Policy: Elevating Proposed Pursuit of Position for Early Care and Education Budget Item<br>▪ Increase Reimbursement Rates  | Lisa Wilkin, Joint Committee on Legislation Co-chair   |
| 5.<br>12:50 | Universal Prekindergarten and the Mixed Delivery System<br>▪ Reviewing the Proposed Action Items and Proposed Policy Recommendations<br>- Developing a Communications Strategy<br><br>▪ Mapping of Early Care and Education (ECE) Programs and School District Sites across LA County | Erica Torres-Ness, Office for the Advancement of Early Care and Education<br><br>Patrick Stanley and Francisco Solis, Child Care Resource Center |
| 6.<br>1:30  | Policy Roundtable for Child Care and Development Update<br>▪ Board of Supervisors Engagement Teams  | Ariana Oliva   |
| 7.<br>1:35  | A Celebration of Michele Sartell’s Retirement and Contributions to the Field<br>▪ Remarks from Michele<br>▪ Comments from committee members, alternates, and guests   | Ernesto Saldaña and Ariana Oliva   |
| 8.<br>1:50  | Announcements and Public Comment<br>▪ Launch of Voluntary, Temporary Transfer of Funds<br>▪ Membership Recruitment  | Ariana Oliva   |
| 9.<br>2:00  | Call to Adjourn   | Ernesto Saldaña  |

**Next Meeting – Wednesday, May 4, 2022**

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.*

## **Goals for FY 2021-22**

### **Needs Assessment Goal**

- Complete data collection for needs assessment by June 2022.

#### Strategic Plan Priority 1: Access

*Strategy 1.3:* Lead the analysis of data on the needs of Los Angeles County families for early care and education services and share with stakeholders to inform local planning and increased early learning investments.

### **Workforce Pathways LA Goals**

- Increase by 20% of non-state contracted training organizations in California Early Care and Education (ECE) Workforce Registry by June 2022.
- Conduct analysis of professional development needs of early educators to inform future trainings by June 2022.

#### Strategic Plan Priority 3: Workforce

*Strategy 3.2:* Advocate for an efficient comprehensive statewide data system to track information on the workforce and provide a portal for early educators to access professional development opportunities and build their career profiles.

*Strategy 3.3:* Reduce barriers to professional development opportunities.

### **Family and Community Engagement**

- Convene at least nine Planning Committee meetings to serve as a forum for emerging issues in the field in FY 2021-22.
- Establish Child Care Planning Committee Parent/Consumer Work Group priorities and draft a plan to address priorities by June 2022.

#### Strategic Plan Priority 4: Families and Communities

*Strategy 4.3:* Engage parents, families, and community members as thought partners on early care and education issues through events and committees.

### **Public Policy**

- Elevate at least one public policy priority issues to the Policy Roundtable for Child Care and Development for consideration of a pursuit of position in 2022.

COUNTY OF LOS ANGELES



POLICY • PLANNING • PRACTICE

**Meeting Minutes – March 2, 2022**

Members in Attendance (41)				
Parents	ECE Program	Community Agency	Public Agencies	Discretionary
Dominic Amendariz	Angela Lucero for Norma Amezcua	Samitha Givens	Anne Blackstock-Bernstein	Christina Acosta
LaRae Cantley	Rocio Bach	Erin King for Losmeiya Huang	Peter Piñon for Eileen Carrillo-Lau	Kevin Dieterle
Jessa Costanzo for Jessica Chang	Andrea Fernandez	Joelle Landazabal	Nora Garcia-Rosales	La Tanga Hardy
Cathy Coddington	Angela Gray	Ariana Oliva	Scott Herring	Toni Isaacs
Mona Franco	Jacqueline Torres	Kathy Schreiner	Ana Lopez	Patrick MacFarlane for Jessica Guerra <i>2<sup>nd</sup> Supervisorial District</i>
Crystal Jones	JoAnn Shalhoub-Mejia	Edilma Serna	Gabriel Muñoz	Kelly O’Connell <i>1<sup>st</sup> Supervisorial District</i>
Stephanie Garcia for Christina Moore	Lisa Wilkin	Veronica Torres	Ranae Amezcuita	Dianne Philibosian <i>5<sup>th</sup> Supervisorial District</i>
Ernesto Saldaña		Laurel Murray for Jana Wright	Tom Woodward	Sarah Soriano <i>4<sup>th</sup> Supervisorial District</i>
Sachin Sangani				Julie Taren <i>3<sup>rd</sup> Supervisorial District</i>

**Guests and Alternates:**

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

**Guests:** Justin Blakely – Crystal Stairs, Jennifer Cowan Alternate for Christina Acosta, Debra Ajao - Department of Social Services, Rachel Cordova - Montessori Association of Covina, Mariana Dale - KPCC/Laist, Sandra Flores - California Department of Education, Sharon Greene - Department of Social Services, Carla Hegwood – Alternate for Dianne Philibosian, Veronica Herrera - Proyecto Pastoral, Denise Kennedy, Brooke Loeffler - Discount School Supply, Marcy Manker – First 5 LA, Marcella McKnight – Opportunities Exchange, Ofelia Medina – First 5 LA, Yvonne Perez, Cynthia Renteria - Child Care Resource Center, Nellie Ríos-Parra - Lennox School District, Joyce Robinson - Opportunities Exchange, Anselma Sanchez Alternate for Lisa Wilkin, and Roders Shakhvaladyan - Department of Public Social Services

**1. Welcome and Introductions**

The meeting was called to order at 12:03 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 took a moment to reflect on Russia’s invasion of Ukraine, COVID-19 mask updates, and thanked everyone for their participation during trying times. Ernesto invited Julie Taren and Anne Blackstock-Bernstein to read the vision and mission statements.

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

Michele Sartell, staff member of the Office for the Advancement of Early Care and Education, presented a COVID-19 update. Case rates and hospitalizations are declining, and businesses and venues have started to offer optional masking for fully vaccinated persons. Los Angeles County Department of Public Health (DPH) will soon align school masking measures with the state. They are scheduled to shift to strongly recommending indoor masking requirements at early care and education sites and K-12 schools beginning March 12, 2022. School districts may choose to continue to require masking at schools and are encouraged to consult with teachers, staff, parents, and students as they consider the appropriate safety protections. The DPH continues to review additional state guidance changes and will make changes accordingly.

## **CONSENT CALENDAR**

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

*Ariana Oliva, Vice Chair, reviewed the minutes from February 2, 2022, and asked for a motion to approve. Kelly O'Connell made the motion to approve the minutes; Jessa Costanzo seconded the motion. The minutes were adopted with abstentions from Cathy Coddington, Andrea Fernandez, and Scott Herring.*

### **4. Governance Work Group Reports**

#### **Revisions to Membership Policies and Procedures**

La Tanga Hardy, Co-chair of the Governance Work Group, presented the proposed revisions to the Planning Committee Policies and Procedures. Changes were initially made in December 2020 when meetings were held virtually in response to the pandemic, but we have since learned that an official roll call of members or their alternates is required at the beginning of each meeting to establish roll call. A roll call is required on all action items, including non-controversial items such as the monthly minutes.

*Ernesto Saldaña, Chair, asked for a motion to approve the changes. Kathy Schreiner made the motion to approve; Andrea Fernandez seconded the motion. The changes were adopted unanimously.*

#### **Membership Launch for FY 2022-23**

JoAnn Shalhoub-Mejia, Co-chair of the Governance Work Group, announced the official launch of recruitment for Planning Committee members for Fiscal Year 2022-2023. She reviewed that returning members need to submit a form stating their intent to continue while new members need to apply. She asked members to help with recruitment to ensure geographic representation along with members from all five categories: parents/ consumers, ECE programs, community-based organizations, public agencies, and discretionary. Particular help is needed recruiting parents and family child care providers.

### **5. Public Policy Report: Elevating Proposed Pursuit of Position for Early Care and Education Budget Items**

Ariana Oliva presented the proposed recommended pursuit of position to increase investments in early care and education in response to the Governor's budget proposals for FY 2022-23 that the Policy Roundtable for Child Care and Development (Roundtable) will be considering elevating to the Board of Supervisors at their next meeting. The pursuit of position addresses three areas as follows:

- Extend COVID-19 relief benefits through October 31, 2023
- Reinstate and increase workforce development funding
- Restore full funding for local child care and development planning councils

Meeting participants commented on the importance of the “Hold Harmless” provision, concurring with ensuring agencies are reimbursed for their full contract amounts regardless of enrollment or attendance. They then discussed the deadline for the COVID-19 relief benefits, which aligns with the federal deadline to spend relief funds.

Ariana closed the discussion and assured the members their feedback would be presented at the next Roundtable meeting.

## **6. Universal Prekindergarten (UPK) and the Mixed Delivery System: Imagining a Coordinated Approach to Promoting Children’s Optimal Development and Meeting Family Needs – Part III**

Ernesto introduced the third part of the discussion of UPK and the mixed delivery system. He reviewed the first two parts and presented the meeting goals for hearing committee members’ thoughts and recommendations on the role of the Planning Committee in UPK planning.

Cathy Coddington, Co-chair of the Access and Inclusion Work Group (AIWG) began the discussion by presenting a logic model as visual representation of the resources, activities, and desired outcomes for the implementation of UPK developed to guide the discussion. The short and long-term outcomes are grounded in the goal of “increasing access to early care and education for all children birth to five years old”.

Six members from the Planning Committee presented their perspectives on what is needed to ensure families continue to have access to the mixed delivery system and what success looks like for a UPK and mixed delivery system.

Lisa Wilkin, the Executive Director of the Child Development Consortium, shared her center-based perspective. She wants to make sure parents are aware of all options inclusive of enroll program types. She pointed out the fallacy of options between free transitional kindergarten (TK) and fee for service for a community-based preschool program, therefore not really “a choice.” She believes the 4-year-old “slot” year should be free across the board and referenced LAUP’s model.

As for success, she suggested transportation be made available, so parents do not have to pick up their children in the middle of day. She also recommends pay parity among preschool and TK teachers; not that they necessarily get paid the same dollar amount, but that the same parameters and qualifications apply to both.

**Joanne Shaloub-Mejia**, the President of California’s Federation of Family Child Care Associations, shared her licensed family child care provider perspective. She noted that family child care providers have historically been flexible and ready, and this is yet another time to pivot. She encouraged Local Education Agencies (LEAs) to use the existing early care and education workforce; there is no need to reinvent the system. Much like the situation with charter schools, families with the financial means can truly choose between public or private schools. For UPK, that same choice needs to be made available to those with lower incomes and those who use subsidies. She also referenced LAUP’s model as a system that worked. She then encouraged family child care providers to ready themselves to be financially stable, to use marketing tools, and to seek out mentors.

**Ranae Amezquita**, representing Los Angeles Unified School District's (LAUSD) Early Childhood Education Division, noted that LAUSD is unique in that they offer TK and operate early child care facilities. She expressed the desire for the Planning Committee to share information with families so they know they have options. She suggested leveling the playing field by aligning teacher qualifications and standardizing eligibility requirements. As it stands, applying for a subsidy program requires a lot of paperwork, the same documentation and universal rules on eligibility should apply so there truly is a choice between programs. She also suggested a "one stop shop" model where families can learn about services at one location, so it is easy and convenient.

**LaRae Cantley**, a parent and social justice activist, suggested the Planning Committee help create an infrastructure of communication that lays out the menu of what is available. She would like to create a culture in early care and education that sees the parent as a vital partner, which means providing equitable compensation to bring parents to the table, to educate them, and to ensure they are a stable partner in this work so they can weigh in on all the issues that relate to their children. She noted that parents are often used in focus groups or asked one-off questions. Parents and families need to be weaved into the entire process to empower and sustain the partnership.

**Christina Acosta**, representing the Child Care Alliance of Los Angeles, provided a perspective from a resource and referral agency (R&R). She suggested focusing on ensuring families **and** providers know exactly what is out there. With each school district designing their own UPK plan, it makes it harder for the R&Rs to keep up. She wants the decision makers to know what the families actually need. Maybe they need two different systems for different aged children. She heeded against boxing the families into one specific frame. Christina also wants to make sure the child and family are truly the benefactors in this system. Protecting their choice is key. If a kindergarten-aged child is in a subsidized program, the provider should be funded for the full time they are in their care. Any other arrangement makes the options uneven and thus takes away the choice.

**Toni Isaacs**, Director of Partnerships for Education, Articulation and Coordination through Higher Education (PEACH) shared a higher education perspective. She believes a true mixed delivery system is essential and will include all providers from Family/Friends/Neighbors (FFN) to California State Preschool Programs (CSPP), and everyone in between. UPK also needs to be responsive requests for non-traditional hours and transportation needs. Toni added that families need to be presented with clear, accurate information. To be successful, children will need well-qualified teachers who encourage relationships and exploration through play. Programs need to include linguistically and culturally sensitive activities.

PEACH is concerned there will be a "pushdown" of K-12 standards and requirements instead of a preschool "push-up" that focuses on developmental abilities. Having TK Teachers trained in multiple subjects is not enough. Toni suggests teachers need an undergraduate degree in child development or early childhood. She recommends principals and superintendents also have early care and education or child development coursework as a part of their credentialing.

The discussion was opened to meeting participants. The following is a summary of comments:

- The Planning Committee has an important role in messaging. We have unique access to providers and can help them reach out to the LEAs. It was suggested that the Planning Committee draft an email and letter template so providers can reach out to their local school. The Planning Committee is key to giving the providers a voice so that partnership is established before the planning starts.
- A question was posed about eligibility for families who want to have their child near their place of work. The group discussed inter- and intra-district transfer permits and how some districts may be welcoming of newcomers while others would want to restrict the ability of their residents to leave.

- Living and working in different locations is yet another reason why consistency across the board is key.
- Materials should be produced that guide providers and families on what questions to ask about UPK as well questions to ask themselves.
- Keep an eye on SB 976, Senator Leyva's Universal Preschool Act that revises the Early Education Act.
- School districts are not allowed to subcontract TK by law, so options for partnering is to do it via wraparound services or provide options for families who do not want to do TK. TK is the first year of a two-year Kindergarten program and so they cannot subcontract it out.
- Letters should also send to the principals of the schools to give them a heads up of the interest calls and letters that will be coming in from providers.
- "Recharge" the Welcome Baby program and start reaching out to parents of infants and those expecting.

#### **7. Announcements and Public Comments**

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

- Dianne Philibosian announced the Mayor of Pasadena has appointed a task force to help Pasadena become an "Early Care City." Ernesto and Dianne are members of the task force.

#### **8. Adjournment**

Ernesto thanked everyone for their participation in the meeting.

*The meeting was adjourned at 1:58 p.m.*

# Child Care Planning Committee

April 6, 2022



# VISION AND MISSION

## 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.*



# COVID-19 Update



# COVID-19 UPDATE

## Situational Snapshot ~

- Case rates have leveled off and remain low
- County is assessing its preparedness for new variants (e.g. BA.2)

## Masking Requirements ~

- Indoor masking requirements expired March 21, 2022
- Mask wearing strongly encourage, except in settings as required by applicable law, regulation, or order.



# COVID-19 UPDATE

## Early Care and Education Guidance as of March 14th ~

- Masking indoors by all visitors, employees, and children over 24 months of age strongly recommended but no longer required.
- Individual ECE providers, programs, and facilities may retain more restrictive policies.
- Employers required to offer all employees highly protective masks including surgical (or medical grade) masks and respirators (such as N95, KN95 and KF94) for their voluntary use.

<http://publichealth.lacounty.gov/media/coronavirus/docs/education/GuidanceEarlyChildhoodEducation.pdf>



# Public Policy Report

## Elevating Proposed Pursuit of Position for Early Care and Education Budget Items



## PROPOSED RECOMMENDED PURSUITS OF POSITION – GOVERNOR’S BUDGET

### Increase Reimbursement Rates for State Subsidized Early Care and Education Programs

- Current rates fail to cover cost of operating programs – centers and family child care homes
- Impacts compensation of workforce largely comprised of Black and Latinx women
- Low rates making it harder to recruit and retain qualified staff



# PROPOSED RECOMMENDED PURSUITS OF POSITION – GOVERNOR’S BUDGET

## Recent History: Budget Act of 2021

- Streamlined reimbursement system from dual system to single regional market rate system
- Updated rate ceilings from the 75<sup>th</sup> percentile of the 2016 RMR survey to the 2018 RMR survey
- Updated rate ceilings from the 75th percentile of the 2016 RMR survey to the 2018 RMR survey.
- Established two workgroups to make recommendations for implementing a single child care reimbursement rate structure



# PROPOSED RECOMMENDED PURSUITS OF POSITION – GOVERNOR’S BUDGET

Recommended pursuit of position consistent with County policy:

5. Support efforts to adequately fund high quality early care and education services for all children from low- and moderate-income families.
  - Increasing levels of reimbursement in the Standard Reimbursement Rate (SRR) and the Regional Market Rate (RMR) to compensate providers for the true cost of high-quality services.
  - Streamlining and reforming the dual reimbursement systems into a single, regionalized reimbursement system that incentives quality and supports the cost of program operations.



# Universal Prekindergarten and the Mixed Delivery System: Reviewing the Proposed Action Items and Proposed Policy Recommendations



## PROPOSED ACTION ITEMS

### Develop and implement a communications strategy

- Draft template letter for providers to send to their LEAs and/or principals of their local schools
- Craft fact sheets on UPK targeted to ECE providers
- Create materials for families (e.g. decision trees) for distribution via social media platforms and other means

### Map ECE programs by school sites



## POTENTIAL POLICY ISSUES TO ELEVATE

- Ensure pay parity among preschool Teachers and TK Teachers based on the qualifications (education, permits, certifications)
- Align enrollment and eligibility requirements including documentation requirements
- Address wrap-around care and transportation needs
- Make all prekindergarten options free regardless of setting, consistent with the hours
- Require foundational training in early childhood development of key school district staff (superintendents, principals, TK teachers)
- Allow the allocation of TK funds to community-based ECE agencies



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**Speaker Bios • April 6, 2022**

***Universal Prekindergarten and the Mixed Delivery System: Imagining a Coordinated Approach to Promoting Children’s Optimal Development and Meeting Family Needs – Part III***

- *Mapping of Early Care and Education (ECE) Programs and School District Sites across LA County*

**PATRICK STANLEY, M.A., CHILD CARE RESOURCE CENTER**

Patrick Stanley is a Research Manager over the Data Science Innovation unit at Child Care Resource Center. He has worked in the non-profit space for over ten years across the early childhood education, mental health, and HIV prevention fields. His focus is to utilize research, evaluation, and technology to make data more accessible and effective.

**FRANCISCO SOLIS, CHILD CARE RESOURCE CENTER**

Francisco Solis is a Senior Research Analyst at the Child Care Resource Center. He uses software tools like GIS, Alteryx, and Python to create maps, generate statistical reports, and automate repetitive tasks. He loves using all kinds of technology to make our work easier, more interesting, and more fulfilling.



## VOLUNTARY, TEMPORARY TRANSFER OF FUNDS (VTTF)

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

### **\*\*Attention\*\***

- **California Department of Education/Early Education Division (CDE/EED)-Contracted Programs**

and

- **California Department of Social Services/Child Care and Development Division (CDSS/CCDD)-Contracted Programs**

CDE/EED- and CDSS/CCDD-contracted programs anticipating under- or over-earning your contracts for Fiscal Year 2021-22 are encouraged to request a Voluntary, Temporary Transfer of Funds (VTTF). Eligible contract types include: CAPP, CCTR, CSPP, and FCCHEN.<sup>1</sup>

### **Requests due:**

Wednesday, April 13, 2022

### **VTTF Virtual Orientation (attendance not required to participate):**

Thursday, April 7, 2022 ▪ 1:30 – 2:30 p.m.

RSVP for the orientation by sending an e-mail message to Erica Weiss at [eweiss@ph.lacounty.gov](mailto:eweiss@ph.lacounty.gov) to receive calendar invite to Microsoft Teams.

For more information on the VTTF process and to download the VTTF Request Form, visit <https://childcare.lacounty.gov/planning-committee-2/#1556031975116-fc4acc99-8be0> or contact Michele Sartell, Program Specialist with the Los Angeles County Office for the Advancement of Early Care and Education and Coordinator of the Child Care Planning Committee by e-mail at [msartell@ph.lacounty.gov](mailto:msartell@ph.lacounty.gov) or by telephone at 323.594.1244.

<sup>1</sup> The California Department of Education has a process for handling requests for transfers of funds between CCTR and CSPP contracts from organizations with both contract types. However, Proposition 98 funds cannot be transferred into a CCTR contract. As such, contractors should review their CSPP contract face sheets to identify the sources of funding (state and/or federal).

**Special note to LEAs and CCDs:** As of FY 2015-16, Local Education Agencies (LEAs) and Community College Districts (CCDs) with CSPP contracts are funded entirely by Proposition 98 funding. As such, they cannot request intra-agency transfers between their CCTR and CSPP contract. However, they may participate in the VTTF administered by the Child Care Planning Committee.