



Wednesday, June 1, 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: 380 815 470#

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

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|-------------|--|--|
| 1.
12:00 | Welcome and Introductions
▪ Roll Call of Members/Alternates | Ernesto Saldaña, Chair
Erica Weiss, Staff |
| 2.
12:15 | COVID-19 Update | Debra Colman, OAECE |
| 3.
12:25 | Approval of Minutes ▪ May 4, 2022
▪ Roll Call of Members/Alternates | Action Item
Ariana Oliva, Vice Chair
Erica Weiss, Staff |
| 4.
12:35 | Child Care Planning Committee Membership FY 2022-23
▪ Presentation of Membership Slate 2022-23
▪ Election of Officers – Chair and Vice Chair

▪ Roll Call for Consent Calendar of Members/Alternates on both Action Item | Action Item
La Tanga Hardy and JoAnn Shalhoub-Mejia
Governance Work Group Co-chairs

Action Item
Erica Weiss, Staff |
| 5.
12:50 | Public Policy Update
▪ Governor’s Revised Proposed Budget for FY 2022-23
▪ Status of Priority Legislation
▪ Policy Platform Approval

▪ Roll Call of Members/Alternates | Sarah Soriano, Joint Committee on Legislation

Action Item
Erica Weiss, Staff |
| 6.
1:05 | Supporting WPLA Stipend Participants with Career and College Advisement | Toni Isaacs, Partnerships for Education, Articulation & Coordination through Higher Education (PEACH) |
| 7.
1:40 | With Gratitude: Final Notes for 2021-22 | Ernesto Saldaña, Ariana Oliva |
| 8.
1:50 | Announcements and Public Comment
▪ Policy Roundtable for Child Care and Development Update | Ariana Oliva |
| 9.
2:00 | Call to Adjourn | Ernesto Saldaña |

Next Meeting – Wednesday, September 7, 2022

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.

COUNTY OF LOS ANGELES



POLICY • PLANNING • PRACTICE

Meeting Minutes – May 4, 2022

Members and Alternates in Attendance (36)				
Parents	ECE Program	Community Agency	Public Agencies	Discretionary
Dominic Amendariz	Angela Lucero	Genetric Brown	Anne Blackstock-Bernstein	Kevin Dieterle
Jessica Chang	Rocio Bach	Samitha Givens	Eileen Carrillo-Lau	La Tanga Hardy
Cathy Coddington	Andrea Fernandez	Joelle Landazabal	Dr. Melita E. Ferguson	Toni Isaacs
Mona Franco	Angela Gray	Ariana Oliva	Shanika Jones	Jennifer Cowan
Crystal Jones	Jacqueline Torres	Kathy Schreiner	Nora Garcia-Rosales	Jessica Guerra <i>2nd Supervisorial District</i>
Stephanie Garcia	Micha Mims	Laurel Murray	Scott Herring	Kelly O'Connell <i>1st Supervisorial District</i>
	JoAnn Shalhoub-Mejia	Edilma Serna	Ana Lopez	Dianne Philiposian <i>5th Supervisorial District</i>
Ernesto Saldaña	Lisa Wilkin		Regina Angelo-Tarango	Sarah Soriano <i>4th Supervisorial District</i>
	Ancelma Sanchez		Vanessa San Martin	Julie Taren <i>3rd Supervisorial District</i>
			Gabriel Muñoz	

Guests:

Maria Amponin; Debra Camp, Department of Public Health, Help Me Grow; Laura Cardenas, Crystal Stairs; Yecenia Cadenas, Think Together; Justine Flores, Flores Family Childcare; Kelly Fountain; Fran Goldfarth, CHLA-USC; Berenice Gonzalez; Maricela Guzman, Proyecto Pastoral; Veronica Herrera, Proyecto Pastoral; Whitney Leathers, Long Beach Mayor’s Fund for Education; Marcella McKnight; Stephanie Orozco, First 5 LA; Cynthia Renteria, Child Care Resource Center; Ricardo; Joyce Robinson; Alma Rodriguez; Evelyn Sanchez; Danielle Triplett

Office for Advancement for Early Care and Education (OAECE) Staff: Debra Colman, Leanne Drogin, Erica Weiss, and MSW Intern Erica Torres-Ness

1. Welcome and Introductions

The meeting was called to order at 12:05 p.m. by Ernesto Saldaña, Chair of the Child Care Planning Committee (Planning Committee). Chair Saldaña opened the meeting by reading the standardized statement for conducting a virtual meeting and invited Planning Committee members to read the Planning Committee’s vision and mission statements.

2. COVID-19 Update for Early Care and Education

Debra Colman, Director of the OAECE, presented a COVID-19 update and shared that LA County over the last week experienced a slight uptick in cases, however, hospitalization rates remain steady. The OAECE is offering coaching by health educators who can come out to child care services and share information about ways to mitigate COVID-19 transmission and provide public health training on reducing virus transmission. To access this information go to publichealth.lacounty.gov, ECE, Toolkit (<http://publichealth.lacounty.gov/acd/ncorona2019/EducationToolkit/ECE/>).

CONSENT CALENDAR

3. Approval of Minutes – April 6, 2021

Ariana Oliva, Vice Chair, reviewed the minutes from April 6, 2022, and asked for a motion to approve. Ana Lopez made the motion to approve the minutes; La Tanga Hardy seconded the motion. The minutes were adopted with abstentions from Jennifer Cowan, Angela Gray, Jessica Guerra, Scott Herring, Toni Isaacs, Stephanie Garcia, Kelly O'Connell

4. Shifting Landscape in Developmental Milestones and Using as a Parent Engagement Tool

Fran Goldfarb, CHLA-USC University Center for Excellence In Developmental Disabilities (UCEDD) and CDC Act Early Ambassador, provided a presentation on Parent-Engaged Developmental Monitoring Using CDC's Developmental Milestone Checklists: An Overview of Revisions and Updates. Please see power point presentation. Goldfarb's extensive and informative presentation also shared key "take home messages":

- Developmental delays and disabilities are common
- Earlier is better for identification of developmental delays and disabilities
- Developmental monitoring/surveillance and developmental screening are complementary but different
- CDC's milestone checklists can support parent-engaged developmental monitoring/surveillance
- Universal developmental screening at recommended ages and when there are concerns
- Know the strengths and limitations of surveillance and screening tools you use when considering next steps

Goldfarb was asked, how do early care and education (ECE) providers get this information to parents? Goldfarb replied that the CDC is partnering with multiple sectors to reach parents such as partnering with pediatricians, WIC, Help Me Grow programs, and 211. Goldfarb was also asked, what do you see are barriers that create inequities and what can California do to reduce these barriers and inequities. Goldfarb shared that part of the problem is California is large which requires more time and money and the CDC needs to connect ECE providers to resources to help people have these conversations.

5. Public Policy Report

Update on Priority Legislation

Lisa Wilkin, Co-Chair of Joint Committee on Legislation (Committee), reviewed what child care policies are in the Senate Budget Plan for ECE. Some of the items included on-going provider reimbursement at the 90th percentile, improve ECE workforce, extend the Hold Harmless provision, and add more funding to ECE facilities development. It is understood that the Assembly is supportive of the Senate's Budget Plan as well. Wilkin encouraged members and guests to attend the Joint Committee on Legislation if they want to learn more about ECE legislation. The Committee meets the third Thursday of each month. Wilkin provided an update on AB1649, which focuses on reimbursement to providers for the maximum certified hours children are scheduled for instead of being reimbursed for attendance. The bill is in Appropriations' "suspense." She also provided an update on AB2042, AB2131, AB2401, AB2806, AB871, SB976, SB1047, and SB1093.

Public Policy Platform – Legislative Session 2023-24

Wilkin then reviewed the Public Policy Platform changes suggested by the Committee. See Public Policy Platform yellow highlights for changes. Wilkin shared that the Planning Committee will vote to approve these changes and the Policy Roundtable for Child Care and Development Commission

(Policy Roundtable) will also vote to approve the changes. Wilkin offered if anyone has questions about the Public Policy Platform then they can email her at LisaW@cdcla.org

A roll call vote was called, however, a formal motion was not proposed to approve the updates to the Public Policy Platform. The vote was unanimous in the affirmative, however, without a motion the vote did not formally approve the updates.

6. Announcements and Public Comments

Planning Committee Co-Chair Ariana Oliva opened the meeting for any announcements and/or public comments. Co-Chair Oliva provided the following update on the Policy Roundtable's April 2022 meeting.

- LA Partnership for Early Childhood Investment presented results from their voter opinion poll conducted by SocialQuest. One of the main themes from the poll results is public understanding and valuing of ECE is at the highest it has ever been and public support for ECE is extremely high compared to other issues. This level of support for an issue is not typical and could indicate stronger support for public funding of ECE programs.
- The Joint ECE Delegations, which includes Policy Roundtable members and Planning Committee Board of Supervisor (BOS) appointees, concluded their visits with BOS offices.
- The Policy Roundtable was informed that LA County's CEO will advocate at the state level for two issues in the Pursuit of Position approved by the Policy Roundtable. The two issues include: 1) continue using COVID-19 Relief Funds to extend the Hold Harmless provision ECE subsidized services are currently receiving, and 2) reinstatement and increase funding for the Workforce Development Pathways funding.

7. Adjournment

Chair Saldaña thanked everyone for their participation in the meeting.

The meeting was adjourned at 2:01 p.m.

Proposed Membership Slate – FY 2022-23

Parent/Consumer	Child Care Provider	Community	Public Agency	Discretionary
Dominic Armendariz (1 st term ends 2024) SPA 4; SD 4	Norma Amezcua MAOF (2 nd term ends 2024) SPA 7; SD 1,4	Genetric Brown Educare Long Beach (1 st term ends 2024) SPA 8; SD 4	Ranae Amezcua LAUSD (1 st term ends 2025) SPA ; SD	Jennifer Baca Beltran SEIU Local 99 (1 st term ends 2025) SPA 4; SD 2
Anne Blackstock-Bernstein UCLA CICCQ (2 nd term ends 2025) SPA 5; SD 3	Rocio Bach Catholic Charities LA (1 st term ends 2022) SPA 5,6; SD 1,2	Cathy Coddington Vital Research (2 nd term ends 2025) SPA 4; SD 3	Eileen Carrillo-Lau Pomona USD (2 nd term ends 2025) SPA 3; SD 1	Jennifer Cowan Child Care Alliance of LA (1 st term ends 2025) SPA & SD: Countywide
LaRae Cantley Community Voices (1 st term ends 2023) SPA 6; SD 2	Brittie Crawford World City Center Preschool (1 st term ends 2025) SPA 6; SD 2	Manuel Fierro Advancement Project CA 1 st term ends 2025 SPA & SD: Countywide	Melita E. Ferguson Compton College CDC (1 st term ends 2023) SPA 6, SD 2	Kevin Dieterle First 5 LA (2 nd term ends 2025) SPA 1-8; SD 1-5
Jessica Chang WeeCare (2 nd term ends 2024) SPA 5; SD 2	Angela Gray Culver City USD/Office of CD (2 nd term ends 2024) SPA 5; SD 2	Samitha Givens Learn4Life Charters (1 st term ends 2022) SPA 8; SD 4	Nora Garcia Rosales Dept of Public Social Services (2 nd term ends 2025) SPA & SD: Countywide	Jessica Guerra 2 nd Supervisorial District
Sandra Flores CA Department of Education (1 st term ends 2025) SPA 6,7,8; SD:	Veronica Herrera Proyecto Pastoral (1 st term ends 2025) SPA 4,8; SD 3,4	Losmeiya Huang The Growing Place (1 st term ends 2024) SPA 5; SD 2	Scott Herring CDSS/CCLD Palmdale Region (1 st term ends 2024) SPA 7; SD 5	La Tanga Hardy LA Trade-Tech (1 st term ends 2023) SPA 4; SD 2,3
Mona Franco Redwood Village Children's (1 st term ends 2024) SPA 5 SD 4	Micha Mims City of LA Recs & parks (1 st term ends 2023) SPA 6; SD 2	Joelle Landazabal Children's Home Society of CA (1 st term ends 2024) SPA 8; SD 4	Ana Lopez Baldwin Park USD (1 st term ends 2023) SPA 3,4,7; SD 1	Toni Isaacs PEACH (2 nd term ends 2023) SPA 1-8; SD 1-5
Crystal Jones Jones Family Child Care (1 st term ends 2023) SPA 4,8; SD 4	Nellie Ríos Para Lennox School District (1 st term ends 2025) SPA 8; SD 2	Ariana Oliva Unite-LA (1 st term ends 2022) SPA 4; SD 1	Tom McFadden Monrovia USD (1 st term ends 2024) SPA 3; SD 5	Kelly O'Connell 1 st Supervisorial District
Christina Moore Maryvale (1 st term ends 2024) SPA 3; SD 1	JoAnn Shalhoub-Mejia CA Federation of FCC Assoc. (2 nd term ends 2023) SPA 4; SD 2	Kathy Schreiner ECE Workforce Advocate (2 nd term ends 2024) SPA 2; SD 2	Maria Mora L.A. County Office of Education (1 st term ends 2025) SPA 7; SD 4	Dianne Philibosian 5 th Supervisorial District
Eli Pessar (1 st term ends 2025) SPA ; SD	Jacqueline Torres Little Tokyo Service Center CDC (1 st term ends 2025) SPA 4; SD 4 (alt for Ariana?)	Edilma Serna WestEd PITC (1 st term ends 2023) SPA 1-8; SD 1-5	Gabriel Muñoz HLPUSD (1 st term ends 2022) SPA 3; SD 1	Sarah Soriano 4 th Supervisorial District
Marisol Rosales Community Voices (1 st term ends 2023) SPA 6, SD 2	Lisa Wilkin Child Dev Consortium of LA (2 nd term ends 2025) SPA 2-8; SD 1-5	Shanna Warren Boys & Girls Club of Burbank (1 st term ends 2024) SPA 2,4; SD 3,5	Tom Woodward ABC Unified School District (1 st term ends 2024) SPA 7; SD 4	Julie Taren 3 rd Supervisorial District



PUBLIC POLICY PLATFORM 2023-2024 Legislative Session

Introduction

The Child Care Planning Committee (Planning Committee) and Policy Roundtable for Child Care and Development (Roundtable) promote policies designed to increase the availability of and access to affordable, high quality early care and education programs for all children and their families of Los Angeles County. This public policy platform presents current and emerging policy issues in early care and education that are consistent with the County of Los Angeles State Legislative Agenda for the 2023-2024 Legislative Session. The platform delineates each of the County's legislative agenda items in **bold** followed by examples of efforts that may be addressed by proposed legislation and/or the proposed state budget.

Platform Issues

1. **Support efforts to enhance the quality of early care and education that set high standards for all services and program types and address the needs of all children, including those with disabilities and other special needs, and their families.**

Such efforts should include, but not be limited to:

- Addressing the early care and education needs of children from birth through age 12, including infants and toddlers, preschool and school age children, and children with disabilities and other special needs up to age 22, and their families.
- **Define a mixed-delivery system as schools, centers and family child care home programs, and family, friends, and neighbors that provide parental choice through quality options for children and their families.**
- Enhancing the quality of centers, family child care homes, and license-exempt care providers.
- Promoting a strengthening families approach to meet the needs of children at risk for abuse, neglect or sexual exploitation or under the supervision of the child welfare system and children of families under the supervision of Probation.
- Integrating early identification and intervention systems that recognize and respond early to young children who may be at risk for disabilities and other special needs.
- Developing policies that encourage collaboration between early care and education programs and locally funded projects and public agencies that foster child and family well-being through the provision of coordinated services.
- Incorporating optimal health promotion policies and procedures as an integral component that contributes to the overall quality of early care and education services and programs.



- Engaging parents as their child's first teachers and partners in promoting their child's optimal growth and development.

2. Support efforts to develop and implement a statewide quality rating and improvement system and a system to adjust reimbursement rates based on demonstrated quality.

Such efforts should include, but not be limited to:

- Providing parents with clear, concise information on the quality of early care and education settings.
- Fostering the engagement of parents that promotes their child's optimal healthy growth and development and learning through a variety of modalities including virtual supports as well as in person meetings and may also be comprised of counseling and referrals.
- Incorporating early learning standards that are research-based, culturally responsive to children from diverse cultural and linguistic backgrounds, aligned with existing regulatory systems and local quality initiatives, recognize and respond to the individual needs of children in group settings, and attend to families' needs for comprehensive services.
- Building an infrastructure of technical assistance, financial supports and training, all of which are tied to defined quality standards, to help early care and education programs achieve and maintain high quality services.

3. Support efforts to develop and sustain a well-educated and highly skilled professional workforce prepared to serve the culturally and linguistically diverse child and family populations of Los Angeles County.

Such efforts should include, but not be limited to:

- Compensating staff working in centers and family child care homes commensurate with education and experience to include benefit packages (e.g. health insurance, retirement) to attract and retain qualified staff.
- Focusing on teachers and other members of the workforce gaining skills and demonstrating competencies in the following areas: engaging children in social-emotional learning, business practices, forming relationships and interacting with children, how to provide instructional support to children, best practices in working with dual language learners, proficiency in recognition and response to children with disabilities and other special needs, health and nutrition best practices, trauma-informed practices, engaging parents and guardians, and expertise on the spectrum of child development from birth through early adolescence. Workforce practice must be based on established early care and education research.
- Offering coursework and instruction responsive to a multi-lingual, multicultural workforce, including but not limited to providing content in students' home language and offering classes during non-traditional hours.

- Integrating early childhood mental health consultation into early care and education programs to support the workforce in meeting the social, emotional, and mental health needs of children.
- Expanding early childhood educators' access to higher education through stipend programs, grant funds and loan forgiveness programs, higher compensation when they attain post-secondary degrees, and benefits (i.e. health insurance and retirement plans).
- Facilitating child development or early childhood education coursework coordination and articulation between the community colleges and California State University (CSU) and University of California (UC) systems.
- Supporting efforts to enhance the quality of the license-exempt care workforce and facilitating connections between license-exempt care and the larger system of early care and education.
- Supporting alignment of teacher requirements under Title 22 with teacher requirements under Title 5 and with the California Commission on Teacher Credentialing.
- Facilitating support of license-exempt (family, friend, and neighbor) providers serving children subsidized with federal Child Care and Development Block Grant funds.
- Training and supporting teachers and other professionals through distance learning strategies.

4. Support efforts to ensure the health and safety of all children cared for in licensed early care and education facilities as afforded by timely, regular, and frequent on-site monitoring by the California Department of Social Services, Community Care Licensing Division (CCLD).

Such efforts should include, but not be limited to:

- Increasing to, at a minimum, annual inspections of centers and family child care homes.
- Advocating for, at a minimum, annual unannounced inspections of all licensed facilities.
- Providing that CCLD is sufficiently funded, staffed and held accountable to meet the standards, conduct timely reviews of licensing applications and responses to complaints, and provide technical assistance and resources to current and future licensees.
- Ensuring that costs of obtaining and renewing the license (or licenses for programs with multiple sites) is reasonable and not an extraordinary burden to the licensee's cost of doing business.

5. Support efforts to adequately fund high quality early care and education services for all children from low- and moderate-income families.

Such efforts should include, but not be limited to:

- Streamlining and transitioning the former dual reimbursement rate systems (Standard Reimbursement Rate and Regional Market Rate) into a single, regionalized reimbursement rate system that covers the true cost of quality and supports the cost of program operations, including facility development and staff compensation commensurate with education and experience.
- Expanding access to high quality subsidized services for all eligible children, including infants and toddlers and children with disabilities and other special needs as well as preschool and school age children.
- ~~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 incentivizes quality and supports the cost of program operations.~~
- Prioritizing funds targeted to infants and toddlers to meet the growing demand for high quality services.
- Increasing funds for expansion of high quality full-day, full-year services for all ages.
- Offering tax incentives to businesses to provide or subsidize employee's early care and education services.
- Ensuring that the income ceiling for eligibility for State subsidized care reflects the current State Median Income (SMI), adjusted by region if appropriate.
- Opposing proposals that would reduce subsidized rates based on geographic location.

6. Support the streamlining of California Department of Education and Social Services administrative processes to expand access for low-income families, ensure continuity of care, and promote flexible use of early care and education funding to meet the needs of families.

Such efforts should include, but not be limited to:

- Allowing administrative efficiencies such as multi-year contracting, grant-based funding, and waivers on program rules and regulations to allow flexibility of services based on community and family needs.
- Maintaining a 12-month annual eligibility redetermination to allow for more stable enrollments for early care and education programs and continuous services for children and their families while exploring implementation of 24-month annual eligibility.
- Ensuring agencies have the capacity to connect with and serve the most vulnerable and the most difficult-to-serve families.

- Maintaining affordable family fees that do not exceed eight percent of gross family income.
- Maintaining part-day State Preschool as a free, comprehensive early care and education program.
- Allowing for various systems that serve vulnerable and low-income children and families to streamline administrative functions and share information in order to facilitate the enrollment of children in subsidized early care and education programs and to participate in joint data collection efforts.
- Expanding the role of the local child care and development planning councils to augment and strengthen the preparation of the needs assessment to capture and report on data relating, but not limited, to workforce, quality and facilities as well as access.

7. Support proposals designed to prevent, detect, investigate and, when appropriate, prosecute fraud in subsidized child care and development programs.

8. Support efforts to ensure that vulnerable children and their families have access to consistent, uninterrupted subsidized early care and education services.

Such efforts should include, but not be limited to:

- Making sure that California Work Opportunity and Responsibility to Kids (CalWORKs) families have access to child care and education services, ensure that participating families are afforded the time and information needed to evaluate their child care and education options and make sound choices, and that allow parents to pursue or maintain employment.
- Maintaining 12-months annual eligibility for CalWORKs Stage 1 Child Care for welfare-to-work participants or until the participant is transferred to CalWORKs Stage 2 Child Care.
- Promoting, facilitating and supporting consistent and continuous participation of children under the supervision of the child welfare system and Probation and their families in high quality programs that promote healthy child development and support effective parenting.
- Ensuring that all subsidized children – infants and toddlers, preschool age, and school age children – and their families have access to consistent and continuous high quality early care and education services that partner with parents to promote children’s healthy growth and development and prepare them for school and life, and meet the needs of families.
- Addressing the needs of pregnant and parenting teens to ensure their access to high quality early care and education services that support their academic goals, promote positive and effective parenting skills, and contribute to their child’s healthy growth and development.
- Facilitating access to high quality early care and education programs that are responsive to the unique needs of children and families experiencing homelessness.

9. Support efforts to expand the supply of appropriate early care and education services through facility development in communities with a significant shortage of these services.

Such efforts should include, but not be limited to:

- Facilitating the cost and technical assistance of effective construction or renovation of early care and education – centers and family child care homes – facilities in communities with unmet needs for these services.
- Integrating early care and education inclusive of centers and family child care homes in specific plans for land use, housing, transportation, economic, workforce, and community development.

10. Support efforts to ensure that children and their families have timely access to early care and education services during a local, state and/or national emergency.

Such efforts may include:

- Increasing and extending funds ongoing to subsidize early care and education services of the essential workforce and at-risk populations.
- Enhancing child care resource and referral services to directly connect families impacted by the emergency with early care and education programs with the capacity to serve them.
- Waiving liability due to damages relating to COVID-19 infection, transmission, or other related conditions due to the COVID-19 pandemic.