

# POLICY ROUNDTABLE COMMISSION

## MEMBERSHIP MANUAL

### Fiscal Year 2023-24

Prepared by the Office for the Advancement of Early Care and Education  
August 2023



# MEMBERSHIP MANUAL



## BOARD OF SUPERVISORS

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Office for the Advancement of Early Care and Education

Department of Public Health  
600 South Commonwealth Avenue,  
Los Angeles, California 90005  
[www.childcare.lacounty.gov](http://www.childcare.lacounty.gov)



Revised: November 2023

# Policy Roundtable for Child Care and Development Membership Manual

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# **Section 1: Policy Roundtable for Child Care and Development Commission**

# Section 1a: Overview

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## FACT SHEET

### Mission

The Los Angeles County Policy Roundtable for Child Care and Development builds and strengthens early care and education by providing recommendations to the Board of Supervisors on policy, systems, and infrastructure improvement.

### 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.

### Membership

The Policy Roundtable for Child Care and Development (Roundtable) was established by the County of Los Angeles Board of Supervisors on March 21, 2001. There are 25 Commissioners representing the collective experience, expertise and wisdom of community leaders in early childhood, education, philanthropy, business, economics and research and County departments representing child welfare, mental health, probation, public health, parks and recreation, and the Chief Executive Office. All members are appointed by the Board of Supervisors.

### Meetings

Roundtable meetings are held on the second Wednesday of each month from 10:00 a.m. to 12:00 p.m. and Roundtable meetings are open to the public. As a result of the COVID-19 pandemic and as of September 2022, the Roundtable meets virtually and the virtual meeting information can be accessed [here](#). To confirm the meeting schedule and verify the meeting location as it may change, check the Office for the Advancement of Early Care and Education website at [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov) or contact Erica Weiss at [eweiss@ph.lacounty.gov](mailto:eweiss@ph.lacounty.gov). Meeting agendas and other materials are posted at least 72 hours prior to each monthly meeting. Meeting packets are generally posted within one week following the meeting.

### **Membership Participation**

Membership participation is critical to ensuring the Roundtable meets its goals. All members are selected to provide a critical and necessary representation of voices at the table. Therefore, attendance, meeting participation and overall engagement is the key to success. Members or their designated alternate should be present at all meetings. If meetings must be missed, members are encouraged to familiarize themselves with the content of the missed meeting prior to the next so that the collective group is able to continuously progress. All members are expected to serve as agents of communication between the Roundtable and their respective offices and organizations. The work of the Roundtable is most productive when members are sharing input, ideas and challenges with the group and communicating appropriate updates, needs and challenges with their respective departments, agencies and Board Supervisor.

### **Workgroup**

Workgroups are established as needed to dig deeper into significant administrative and policy issues impacting children and families' access to high quality early care and education services and the programs that serve them. The workgroups are assigned by interest, relevance, and access to information. The duration of the workgroup, time commitment, and outcomes are specific to the issue and determined by the workgroup lead and its members. The workgroups may require in-person meetings or conference calls outside of the normally scheduled Roundtable meetings.

### **Unified Strategic Plan**

The 2020–2025 strategic priorities will guide collective efforts of the OAECE, Roundtable, and Planning Committee over the next five years. Grounded in the Planning Committee's 2017 needs assessment entitled *The State of Early Care and Education in Los Angeles County*, the priorities focus on 1) access to early care and education, 2) early care and education quality, 3) early care and education workforce supports, and 4) family and community engagement on early care and education issues. The paragraphs that follow provide a brief preview of each of the priorities and one example of the kinds of activities under each strategy that will be expanded upon in the implementation stage of planning.

### **Contact Information:**

The Office for the Advancement of Early Care and Education provides staff support to the Roundtable.

Contact: Leanne Drogin  
Senior Program Analyst

Email: [ldrogin@ph.lacounty.gov](mailto:ldrogin@ph.lacounty.gov)

Address: 600 South Commonwealth Avenue, Suite 800  
Los Angeles, California 90005

Website: [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov)

Updated: September 2022





**Policy Roundtable for Child Care and Development Commission  
Program Year September 2023 – June 2024**

**COMMISSIONERS**

**Alejandra Albarran Moses, Ph.D., Vice-Chair  
Fourth Supervisorial District**

**Justin Blakely, Vice-Chair  
Second Supervisorial District**

**LA County Board of Supervisor Appointees**

<b>First Supervisorial District</b>	<b>Second Supervisorial District</b>	<b>Third Supervisorial District</b>	<b>Fourth Supervisorial District</b>	<b>Fifth Supervisorial District</b>
<i>Vacant</i>	<i>Justin Blakely</i>	<i>Jennifer Cowan</i>	<i>Alejandra Albarran Moses</i>	<i>Vacant</i>
<i>Jessica Perea</i>	<i>Gloria Davis</i>	<i>Amber Rivas</i>	<i>Ricardo Mota</i>	<i>Vacant</i>

**LA County Department Appointees**

**Chief Executive Office**  
*Vacant*  
*Alternate: Vacant*

**Department of Parks and Recreation**  
*Mercedes Santoro*  
*Alternate: Vacant*

**Department of Children and Family Services**  
*Jennifer Hottenroth*  
*Alternate: Steve Sturm*

**Department of Public Health**  
*Robert Gilchick*  
*Alternate: Debra Colman*

**Department of Mental Health**  
*Kanchana Tate*  
*Alternate: Rebeca Hurtado*

**Department of Public Social Services**  
*Nurhan Pirim*  
*Alternate: Nora Garcia-Rosales*

**Department of Probation**  
*Jeannette Aguirre Carrillo*  
*Alternate: Sonia Barajas*

**Child Care Planning Committee**  
*Lisa Wilkin*

**Other Agency Appointees**

**Child Care Alliance of Los Angeles**  
*Paul Pulver*  
*Alternate: Jackie Majors*

**Los Angeles County Office of Education**  
*Luis Bautista*  
*Alternate: Debi Anderson*

**Child360**  
*Vacant*  
*Alternate: Vacant*

**Los Angeles Unified School District**  
*Dean Tagawa*  
*Alternate: Vacant*

**Commission for Children and Families**  
*Jacquelyn McCroskey*  
*Alternate: Vacant*

**Southern California Chapter – California Association for the Education of Young Children**  
*Fran Chasen*  
*Alternate: Liliana Alvarez Hernandez*

**First 5 LA**  
*Ofelia Medina*  
*Alternate: Jaime Kalenik*



**LA County Policy Roundtable for Child Care and Development Commission**  
Meeting Schedule – FY 2023-24

The LA County Policy Roundtable for Child Care and Development Commission (Roundtable) generally meets the second Wednesday of the month from 10:00 a.m. – 12:00 p.m. The public is welcome to attend the meetings and participate in its work groups. To confirm the meeting schedule and verify meeting locations, check the Office for the Advancement of Early Care and Education website at <https://childcare.lacounty.gov/prccd> or contact Erica Weiss by e-mail at [eweiss@ph.lacounty.gov](mailto:eweiss@ph.lacounty.gov) or by telephone at (213) 639-6418. The Roundtable does not meet in July and August.

**Wednesday, September 13, 2023**

10:00 a.m. – 12:00 p.m.

**Wednesday, October 11, 2023**

10:00 a.m. – 12:00 p.m.

**Wednesday, November 8, 2023**

10:00 a.m. – 12:00 p.m.

**Wednesday, December 13, 2023**

10:00 a.m. – 12:00 p.m.

**Wednesday, January 10, 2024**

10:00 a.m. – 12:00 p.m.

**Wednesday, February 14, 2024**

10:00 a.m. – 12:00 p.m.

**Wednesday, March 13, 2024**

10:00 a.m. – 12:00 p.m.

**Wednesday, April 10, 2024**

10:00 a.m. – 12:00 p.m.

**Wednesday, May 8, 2024**

10:00 a.m. – 12:00 p.m.

**Wednesday, June 12, 2024**

10:00 a.m. – 12:00 p.m.

# **Section 1b: Guiding Documents for the Policy Roundtable Commission**

# County of Los Angeles

# A Unified Strategic Plan for Early Care and Education

2020  
2025



CHILD CARE  
PLANNING  
COMMITTEE



COUNTY OF LOS ANGELES  
OFFICE FOR THE ADVANCEMENT OF  
EARLY CARE AND EDUCATION



POLICY ROUNDTABLE  
FOR CHILD CARE  
AND DEVELOPMENT



## BOARD OF SUPERVISORS

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*First District*

Janice Hahn  
*Fourth District*

Martín R. Idley-Thomas  
*Second District*

Kathryn Barger  
*Fifth District*

Sheila Kuehl  
*Third District*

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Barbara Feuer, Ph.D., M.P.H., M.Ed.  
*Director, Department of Public Health*

Deborah Allen, Seo  
*Deputy Director, Health Promotion Bureau*

Debra Colman, MSW  
*Director, Office for the Advancement of Early Childhood Education*

Michele P. Sartell, MSW  
*Child Care Planning Coordinator, Office for the Advancement of  
Early Care and Education*

Office for the Advancement of Early Care and Education  
Department of Public Health - Health Promotion Bureau  
600 South Commonwealth Avenue, Suite 800, Los Angeles, California 90005  
Office: (213) 639-6202 • Fax: (213) 639-1034  
[childcare.lacounty.gov](http://childcare.lacounty.gov)

January 2020

Dear Colleagues,

The early care and education system in Los Angeles County supports the optimal development of children aged birth to five years old, as well as children up to age 13 in before and after school programs. These services are critical to our economy, supporting parents and caregivers while they work, and preparing children for kindergarten entry with the skills and confidence they need to succeed in school and life.

Under the leadership of the Los Angeles County Department of Public Health (DPH), the Office for the Advancement of Early Care and Education (OAECE) convened the Policy Roundtable for Child Care and Development (Roundtable) and the Child Care Planning Committee (Planning Committee) to lead a collaborative planning process involving nearly 100 stakeholders. The result of this effort is the County's first unified plan for early care and education, which will guide the work of the OAECE, the Roundtable, and the Planning Committee under one vision, one mission, and with a single unified voice.

We are excited to present the 2020-2025 County of Los Angeles Unified Strategic Plan for Early Care and Education. The plan outlines four strategic priorities:

- **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.

Making progress on these strategic priorities will require continued collaboration among all aspects of the early care and education system as well as new partnerships with non-traditional partners and allies. By joining forces under this unified plan, we can achieve the vision that children are healthy, thriving and have equitable opportunities to achieve optimal development and succeed in life.

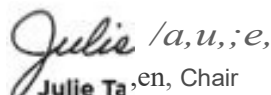


Dr. Barbara Ferrer, Director  
Los Angeles County Department  
to Public Health

■  
Policy Roundtable for Child Care  
and Development



Debra Colman, Director  
Office for the Advancement  
of Early Care and Education



Julie Taft, Chair  
Child Care Planning Committee

## ACKNOWLEDGEMENTS

The Office for the Advancement of Early Care and Education is deeply grateful to the partners and community members who contributed their time, energy and expertise to the development of this plan. Key among these were members of the Child Care Planning Committee and the Policy Roundtable for Child Care and Development who came together as the Strategic Planning Workgroup<sup>1</sup> to review and synthesize input from multiple sources as the basis for this plan. This work laid the foundation for unified leadership to improve early care and education for children across Los Angeles County.

### Child Care Planning Committee – FY 2018-20

Christina Acosta	Andrea Joseph	Ernesto Saldaña
Norma Amezcua	Aolelani Lutu	Ancelma Sanchez
Ranae Amezquita	Ritu Mahajan, J.D.	Mariana Sanchez
Alejandra Berrio	Valerie Marquez	Kathy Schreiner*
Mallika Bhandarkar	Cyndi McAuley	JoAnn Shalhoub-Mejia
Tonya Burns	Melissa Noriega	Michael Shannon
Jessica Chang	Kelly O’Connell*	Sarah Soriano
Lindsey Evans	Daniel Orosco	Andrea Sulsona
Teresa Figueras	Laurel Parker	Julie Taren, Vice Chair*
Mona Franco	Dianne Philipbosian, Ph.D. *	Veronica Torres
Angela Gray	Daniel Polanco	Jenny Trickey
La Tanga Hardy	Nellie Ríos-Parra, Chair*	Lauren Trosclair Duncan
Tara Henriquez	Ricardo Rivera	Maria Vera
Alexandra Himmel*	Joyce Robinson*	Delia Vicente
Antoinette Isaacs	Reiko Sakuma	

### Policy Roundtable for Child Care and Development – FY 2018-19

Jeannette Aguirre	Richard Cohen, Ph.D.*	Dean Tagawa, Ph.D.
Maria Calix	Kalene Gilbert	Boris E. Villacorta
Ellen Cervantes*	Robert Gilchick, M.D., M.P.H.*	Faith Parducho
Karen Chang	Jacquelyn McCroskey, D.S.W.*	Nurhan Pirim
Dawn A. Kurtz, Ph.D.	Ofelia Medina*	Nellie Ríos-Parra*
Sharoni Little, Ph.D.	Terry Ogawa, Chair*	Keesha Woods
Jackie Majors, Vice Chair*	Jennifer Hottenroth, Ph.D.	
Fran Chasen	Karla Pleitéz Howell, J.D.	

### Los Angeles County Office for the Advancement of Early Care and Education

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Elizabeth Casprowitz  
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Renatta Cooper  
Lain Loureiro  
Michele P. Sartell \*  
Claudia Valle  
Erica Weiss

### Strategic Plan Consultant Team

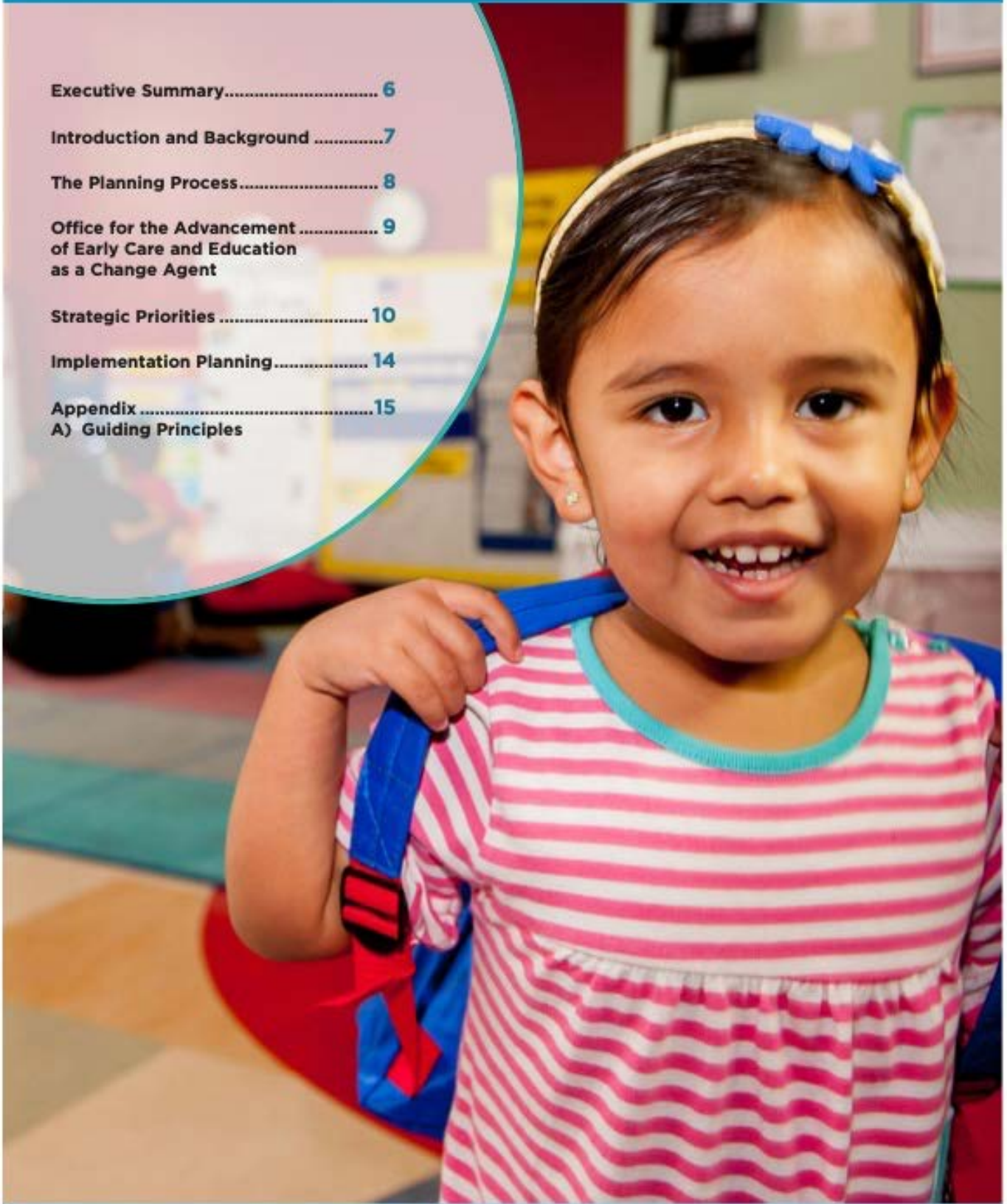
Maura Harrington Rogerro, MBA, PhD, Lead Consultant, Center for Nonprofit Management  
Christina Newkirk, Center for Nonprofit Management  
Katie Fallin Kenyon, Ph.D., Kenyon Consulting  
Laura Valles, Laura Valles and Associates

Special thanks to the generous support of the First 5 LA and The Ralph M. Parsons Foundation.

<sup>1</sup> Strategic Planning Workgroup members are denoted by \*.

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**A) Guiding Principles**





## EXECUTIVE SUMMARY

Early care and education can be a cornerstone for a child's healthy development and future well-being. So they can thrive, all children deserve access to high-quality early learning environments to support their growth and development. Quality early care and education programs offer nurturing and stimulating environments that contribute to a child's optimal physical, social-emotional, linguistic, and cognitive development. For working families, child care is also an essential resource that enables parents and caregivers to remain in the workforce. To ensure that all children have access to high-quality early care and education, the Los Angeles County Office for the Advancement of Early Care and Education (OAECE), under the leadership of the Department of Public Health (DPH) and in partnership with the Policy Roundtable for Child Care and Development (Roundtable) and the Child Care Planning Committee (Planning Committee), presents the County of Los Angeles Unified Strategic Plan for Early Care and Education - 2020-2025 (the Plan).

### A Unified Approach

Serving approximately 650,000 Los Angeles children under age 5, the early care and education system is a complex and disconnected matrix of services. Recently, support for our youngest children has risen as a priority issue with elevated political attention and increased public investment. This critical moment in time provides an opportunity to shift how early care and education is approached in Los Angeles County. The Plan was developed through



an innovative collaborative process involving almost 100 stakeholders including OAECE staff, Roundtable members, and Planning Committee members. The Plan documents shifts in the early care and education landscape, the history of each of three entities that developed the Plan, and the twelve-month process that brought unique perspectives together under a common vision. The Plan also uplifts OAECE as the Los Angeles County early care and education office and the transformative role it can serve as an educator, convener, data manager, strategist and advocate.

### Strategic Priorities

As a north star for Los Angeles County early care and education efforts, the Plan offers a guiding framework for the OAECE, Roundtable, Planning Committee, and other stakeholders with four focus strategic areas: 1) access to early care and education, 2) early care and education quality, 3) early care and education workforce supports, and 4) family and community engagement in early care and education issues.

### Implementation Planning

The four strategic priorities define a direction for early care and education systems and the Plan provides a starting place for collaborative work. A full implementation framework identifying specific activities in each of the four strategic areas, and the assumptions, tasks, roles, timeline, and resources required to achieve them will be completed by June 2020.

## INTRODUCTION AND BACKGROUND

Early care and education programs support the care and development of children birth to five years old, as well as out of school care for children to age 12. Program providers may include school districts, early care and education centers, licensed family child care homes, and family, friends, and neighbors who provide care. Across Los Angeles County, many families struggle to find services for their children that are high-quality and affordable. The average annual cost of child care is \$10,303 per preschooler in center-based care and \$8,579 per preschooler in family child care<sup>2</sup>. During the recession, early care and education programs subsidized by the State of California for low-income families experienced budget reductions totaling \$1.5 billion<sup>3</sup> impacting families with the greatest need. Over the past few years, modest increases have restored some funds to the subsidized system, although a substantial gap between funding and need remains.

### State and Local Priorities

Most recently, attention at state and local levels to the importance of the early years has generated new public investments. Contributing to this momentum, the California Assembly Blue Ribbon Commission on Early Childhood Education released its final report in April 2019 with a list of recommendations that called for significant funding and systems change. The 2019-2020 California Budget includes \$5 million for a Master Plan for Early Learning and Care, \$245 million for grants to child care and preschool providers for facilities expansions, and \$195 million for early learning and care workforce development grants.

Locally, the Los Angeles County Board of Supervisors (Board) lobbied successfully for State investment in the Emergency Child Care Bridge Program for Children in Foster Care. The Board also instructed the Chief Executive Office – Homeless Initiative to identify strategies to connect families experiencing homelessness with early care and education services and mandated the Chief Executive Office, in consultation with the Roundtable and the OAECE, to identify county-owned properties that could provide space for early care and education programming. Further local support is the identification of access to quality early care and education as a critical strategy for the prevention of child abuse and neglect as highlighted in the LA County’s Office for Child

Protection’s (OCP) *Countywide Child Protection Strategic Plan – 2016-21*<sup>4</sup>.

In Los Angeles County, responsibility for harnessing this new energy to create an early care and education system that meets child and family needs rests with three entities, the Planning Committee, the Roundtable and the OAECE housed within the DPH Health Promotion Bureau.

### Office for the Advancement of Early Care and Education

In 2000, the Los Angeles County Office of Child Care (OCC), the predecessor of the OAECE, was established under the Chief Executive Office (CEO) to address the child care needs of Los Angeles County employees and to staff a state-mandated local child care and development planning council (Planning Committee). Soon after the establishment of the Planning Committee, the Board called for the founding of the Policy Roundtable for Child Care and Development to focus on early care and education policy and systems improvement. Management of both the Planning Committee and the Roundtable were assigned to OCC. In 2001, the role of the OCC expanded to workforce professional development with the Investing in the Early Educators Stipend Program, followed by the California Transitional Kindergarten Stipend Program (CTKSP). OCC developed and implemented the Steps to Excellence Program (STEP), a quality rating and improvement system (QRIS) in 2007. Although OCC no longer leads a QRIS program, it continues to influence quality practices as a part of Quality Start Los Angeles. OCC changed its name to OAECE in 2016 and transitioned to DPH in 2018. The move to DPH reflected recognition of the vital role that early care and education plays in child development, family well-being and community health.

<sup>2</sup> Child Care Planning Committee. *The State of Early Care and Education in Los Angeles County – Los Angeles County: Child Care Planning Committee 2017 Needs Assessment Executive Summary*. March 2017.

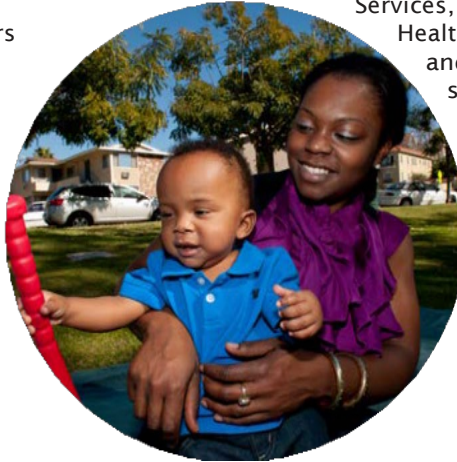
<sup>3</sup> California Budget Project. (2012). *Falling Behind: The Impact of the Great Recession and the Budget Crisis on California’s Women and Their Families*.

<sup>4</sup> See [ocp.lacounty.gov/Portals/OCP/PDF/OCP%20Strategic%20Plan%20and%20Progress%20Updates/2016-10-20%20OCP%20Strategic%20Plan%202016-2021.pdf?ver=2018-10-23-170532-757](http://ocp.lacounty.gov/Portals/OCP/PDF/OCP%20Strategic%20Plan%20and%20Progress%20Updates/2016-10-20%20OCP%20Strategic%20Plan%202016-2021.pdf?ver=2018-10-23-170532-757).

## INTRODUCTION AND BACKGROUND

### Child Care Planning Committee

The Child Care Planning Committee is Los Angeles County's state mandated Local Child Care and Development Planning Council (LPC) funded by the California Department of Education (CDE). Established as the County's LPC in 1991, the Child Care Planning Committee is staffed by OAECE and is composed of 50 members including parents/consumers, early educators, board appointees and representatives of public agencies, community-based organizations, higher education, and resource and referral agencies. The State requires the Planning Committee to conduct county-wide planning to address access to quality, affordable early care and education.



### Policy Roundtable for Child Care and Development

The Roundtable, established in 2000, is a Board of Supervisors appointed body composed of 25 community leaders in early childhood, education, business, economics, and research and representatives of County Departments including Child and Family Services, Mental Health, Probation, Public Health, Public Social Services, and Parks and Recreation. The Roundtable is staffed by OAECE and charged with developing policy recommendations for elevation to the Board of Supervisors, advising County departments on early care and education programs, and identifying strategies to secure, coordinate, and maximize funding for high quality services.

## THE PLANNING PROCESS

Strategic planning was launched in the fall of 2018 by the OAECE in partnership with the Planning Committee and the Roundtable. Funding from First 5 LA supported the Center for Nonprofit Management to facilitate the planning process. The proposal to bring these entities together to develop a unified plan demonstrates a recognition across all participating bodies that working together is a tremendous step toward a more cohesive system in Los Angeles County.

### Values and Guidelines

Early in their work together, the three participant entities articulated a set of values to inform the planning process. They agreed that the process would 1) embrace a deliberate focus on equity, 2) inspire collaboration and partnerships with community stakeholders and meaningful engagement of authentic family and parent voices, 3) be trauma-informed, 4) promote policy and systems change, and 5) use data to inform planning and advocacy. These values informed the development of a set of guidelines that were intentionally aligned with the Assembly Blue Ribbon Commission on Early Childhood Education's approved principles. The guidelines served as a framework for the identification of strategic priority

areas and strategies. These guidelines focus on access, equity, quality, workforce, families, financing, targeted investments, data and advocacy. Going forward, the guidelines will be used to evaluate potential tactics and the crafting of implementation activities. To learn more about the guidelines, please see Appendix A.

### One Vision, One Mission

The strategic planning process entailed review of the intersecting mission statements of the OAECE, Planning Committee, and Roundtable to arrive at the following united vision and mission statements:

#### VISION

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

#### MISSION

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

## OFFICE FOR THE ADVANCEMENT OF EARLY CARE AND EDUCATION AS A CHANGE AGENT

With the shared vision and mission as the foundation, the OAECE, Roundtable and Planning Committee will implement the 2020-2025 strategic plan through a united effort managed by OAECE. As the Los Angeles County early care and education office, OAECE has a unique mandate to promote systems change through the advancement of new policy and program initiatives, based on the work of its collaborating partners. The strategic plan highlights the mandate of OAECE as an agent of policy and systems change through five primary roles.

**Educator:** It is the job of OAECE to inform partners, advise key stakeholders and publicly promote the importance of quality early care and education to support the well-being of children, strengthen families and help communities thrive.

**Convener:** The plan will require OAECE to convene and nurture committees, commissions and task forces to act as agents of change in early care and education policy and systems planning.

**Data Manager:** Reflecting the shared value noted above, it will be the task of OAECE to gather, organize, manage, and disseminate data related to family needs, system capacity, program quality and child and family outcomes to shape effective strategies and strengthen early childhood systems.

**Strategist:** Drawing on data, OAECE will be called upon to conceptualize, design, and implement innovative programmatic, policy, and systems change strategies.

**Advocate:** To assure implementation of system improvements, OAECE will need to mobilize and support advocacy for public policies (legislative and administrative) that build and strengthen the early care and education system in Los Angeles County.



## STRATEGIC PRIORITIES

The 2020–2025 strategic priorities will guide collective efforts of the OAECE, Roundtable, and Planning Committee over the next five years. Grounded in the Planning Committee’s 2017 needs assessment entitled *The State of Early Care and Education in Los Angeles County*,<sup>5</sup> the priorities focus on 1) access to early care and education, 2) early care and education quality, 3) early care and education workforce supports, and 4) family and community engagement on early care and education issues. The paragraphs that follow provide a brief preview of each of the priorities and one example of the kinds of activities under each strategy that will be expanded upon in the implementation stage of planning.

### Priority 1: Access

The early years are a critical period in human development. The foundation that is built through a child’s participation in quality early care and education is associated with positive economic, educational and social impacts lasting well into adulthood<sup>6</sup>, benefitting both the individual child, family and larger community. Unfortunately, many families in Los Angeles County do not have access to affordable, quality early care and education. There are approximately 650,000 children under five in Los Angeles County, but only 206,830 spaces in licensed centers and family child care. The 2017 early care and education needs assessment highlighted challenges like a shortage of infant and toddler care, the decline in family child care homes, increased participation in transitional kindergarten, and the high cost of child care.

**Goal 1:** Increase access to early care and education services for children birth to five years of age and out of school care for children to age twelve.

#### Strategies:

1.1 : Reduce barriers and maximize resources to expand early care and education services to centers and family child care homes, prioritizing infants and toddlers, high-need families, and under resourced communities.

- **Example Activity** - *Finalize and promote a toolkit that helps early care and education providers navigate the facility development system including licensing, zoning, fire, and public health.*

1.2 : Advocate for funding to build or upgrade early care and education centers and family child care homes.

- **Example Activity** - *Develop a cross-sector advocacy strategy for facilities funding and for tackling barriers to facility development.*

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.

- **Example Activity** - *Launch an on-line dashboard to inform the public about the supply and demand of Los Angeles County early care and education services.*



<sup>5</sup> Child Care Planning Committee. *The State of Early Care and Education in Los Angeles County – Los Angeles County: Child Care Planning Committee 2017 Needs Assessment Executive Summary*. March 2017. See [childcare.lacounty.gov/wp-content/uploads/2018/06/ECE-Needs-Assessment\\_Executive-Brief-03-30-2017.pdf](http://childcare.lacounty.gov/wp-content/uploads/2018/06/ECE-Needs-Assessment_Executive-Brief-03-30-2017.pdf).

<sup>6</sup> Schweinhart, L.J., Montie, J., Zongping, X, Barnett, W.S., Belfield, C.R., & Nores, M. *Lifetime Effects: The High/Scope Perry Preschool Study Through Age 40* (pp. 194–215). Ypsilanti, MI:High/Scope Press. © 2005 by High/Scope® Educational Research Foundation.

## STRATEGIC PRIORITIES

### Priority 2: Quality

Every parent should have the opportunity to enroll their child in a high-quality early care and education program. Research shows that there is a relationship between early care and education quality and children's academic achievement, as well as language and cognitive development.<sup>7</sup> To increase the quality of care, initiatives like Quality Rating and Improvement Systems (QRIS) have emerged across the country. Locally, Quality Start Los Angeles (QSLA)<sup>8</sup> has led the way in strengthening a county-wide quality improvement system. While QRIS is an approach to incentivize and support quality improvement, it is just one strategy on a continuum of quality improvement supports which may include *teacher-focused* efforts like training; *setting-focused* efforts like facilities grants; *family-focused* efforts like educating parents about quality; and *systems level* efforts which focus on setting and meeting standards.<sup>9</sup>

**Goal 2:** Strengthen the quality of early care and education services, especially for children and families most in need.

#### Strategies:

2.1 : Partner with local quality improvement efforts to provide input, inform and influence quality improvement efforts.

- **Example Activity** – *Launch a campaign in partnership with the Quality Start LA to promote what quality looks like in a program.*

2.2: Advocate for increased quality improvement investments for all providers including centers, family child care, and family, friends, and neighbor care.

- **Example Activity** – *Elevate quality improvement policy recommendations to the Los Angeles County Board of Supervisors through the Roundtable.*

2.3: Leverage data from local quality improvement efforts to publicly promote the importance of quality care.

- **Example Activity** – *Release a “True Cost of Quality Care” infographic based on the Comprehensive Fiscal Analysis funding model.*

2.4: Promote integration across early childhood services and develop strategies that connect early childhood education with other child/family support systems.

- **Example Activity** – *Create a handbook that helps parents navigate early childhood services such as early care and education, home visitation, developmental screenings, early childhood mental health consultation, kindergarten transition, library services, and parks and recreation.*



<sup>7</sup> Jeon, L. & Buettner, C.K. (2014). *Quality rating and improvement systems and children's cognitive development*. Child Youth Care Forum, 44, 191-207. Doi: 10.1007/s10566-014-9277-7.

<sup>8</sup> Quality Start Los Angeles (QSLA) is a voluntary quality rating and improvement system (QRIS) designed to help parents of children birth to five choose the best early childhood education for their family.

<sup>9</sup> Boller, K., Tarrant, K. & Schaack, D.D. (2014). *Early Care and Education Quality Improvement: A Typology of Intervention Approaches*. OPRE Research Report #2014-36. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

## STRATEGIC PRIORITIES

### Priority 3: Workforce

The quality of early learning programs for children is intrinsically connected to the early care and education workforce. Given the importance of a workforce armed with the knowledge, skills and attitudes required to achieve quality care, the Plan elevates workforce as a separate priority, rather than just a component of the quality priority discussed above. Numerous studies indicate that a well-educated workforce provides children with better quality care resulting in increased developmental gains.<sup>10</sup> A key to enhancing the quality of the early care and education system lies in the professionalization of the workforce and a comprehensive professional development pathway comprised of college coursework, training, coaching and mentoring. Unfortunately, the early care and education workforce faces multiple challenges inclusive of low wages, limited education, and barriers to accessing professional development that must be addressed to achieve improved system quality.

**Goal 3:** Improve the compensation and qualifications of the early care and education workforce.

#### Strategies:

31 : Advocate for increased compensation for the early care and education workforce.

- **Example Activity** – Release a policy brief advocating for a single reimbursement rate that incentivizes and compensates for the true cost of quality care.

32 : 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.

- **Example Activity** – Integrate the Investing in Early Educators Stipend Program with the Early Care and Education Workforce Registry to reduce duplicated work and increase efficiency in serving the early care and education workforce.

33 : Reduce barriers to professional development opportunities.

- **Example Activity** – Build a one-stop website that seamlessly connects Los Angeles County early educators to training opportunities of all kinds.



<sup>10</sup> Saracho, O.N. & Spodek, B. (2007). *Early childhood teachers' preparation and the quality of program outcomes*. *Early Child Development and Care*, 177 (1), 71-91. Doi: 10.1080/03004430500317366.

## STRATEGIC PRIORITIES

### Priority 4: Families and Communities

To build an effective early care and education system in Los Angeles County, it is essential to incorporate the voices of parents, primary caregivers,<sup>11</sup> and communities. Children learn and grow in the context of overlapping spheres of influence,<sup>12</sup> so it is critical to build effective and reciprocal partnerships among early care and education programs, families, and communities. A key component for effective systems changes lies in authentically engaging parents, understanding the early care and education issues they face day to day, and inviting them to be partners in developing solutions.

**Goal 4:** Increase engagement of parents, caregivers and communities on early care and education issues.

#### Strategies:

41 : Assure parent and caregiver access to research findings on early care and education issues.

- **Example Activity** – Release family-friendly materials that promote the importance of early care and education by collaborating with allies like Resource and Referral agencies.

42 : Empower and mobilize families as advocates for early care and education resources.

- **Example Activity** – Launch an early care and education campaign that advances the authentic parent voice through parent testimonials.

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

- **Example Activity** – Establish a parent/caregiver workgroup as a part of the Planning Committee to inform and influence early care and education planning across Los Angeles County.



<sup>11</sup> Primary caregivers include legal guardians, foster parents, and relative caregivers.

<sup>12</sup> Epstein, J. L. (1987). *Toward a theory of family-school connections: Teacher practices and parent involvement*. In K. Hurrelmann, F. Kaufman and F. Loel (Eds.), *Social Intervention: Potential and Constraints* (pp. 121-136). New York: Walter de Gruyter.



## IMPLEMENTATION PLANNING

While this initial strategic plan will guide the direction of OAECE, the Planning Committee and the Roundtable over the next five years, the plan is very broad. An implementation plan, to be completed by June 2020, will bring the strategic priorities to life. Throughout the strategic planning process, OAECE has garnered a wealth of information that will inform the development of a comprehensive implementation plan that will identify specific actions needed to accomplish targeted goals. The next phase of the planning process will launch in January 2020 through an all-day input session with parents, early care and education providers, community organizations, public agencies, supervisorial representatives and various Los Angeles County Departments.

The implementation plan will tackle critical issues to guide success including:

- **Assumptions:** Articulate a clear set of assumptions about factors that shape access, quality, the workforce and family engagement.
- **Objectives:** Establish clear, measurable objectives for each strategy area.
- **Implementation Activities:** Develop activities for each of the four priority areas and strategies.
- **Roles and Responsibilities:** Define the distinct roles and responsibilities of OAECE, the Planning Committee, the Roundtable and other stakeholders within each strategy.
- **Timeline:** Create an implementation timeline with annual targets for outcomes and milestones for success.
- **Resources and Budget:** Produce an inventory of fiscal and in-kind resources needed to execute the implementation plan effectively.

If you are interested in participating in implementation planning, please contact the Office for the Advancement of Early Care and Education at (213) 639-6202.



## APPENDIX A

### Guiding Principles

The guiding principles, intentionally aligned with the Assembly Blue Ribbon Commission on Early Childhood Education's approved principles,<sup>13</sup> provide direction for the identification of strategic priority areas and preliminary action items. Going forward, the guiding principles will be used to evaluate potential tactics and the crafting of additional action items.

**Access:** All children and their families should have access to nurturing, educational, culturally, linguistically and developmentally appropriate high-quality early care and education opportunities with a commitment to social, behavioral, cognitive and physical development and continuity of care.

**Equity:** Equity must inform all decisions and systems and implicit bias must be acknowledged and managed. Policies and systems should affirmatively remove obstacles and barriers for families seeking access to early care and education.

**Quality:** All families should have access to a variety of high-quality early care and education settings that meet their needs and that are affordable.

**Workforce:** High quality early care and education requires a competent, effective and well-compensated and professionally supported workforce who reflect the racial, ethnic and linguistic diversity and needs of the children and the families they serve across the various roles and settings.

**Families:** Early care and education must be integrated with other supports and services that contribute to children's optimal development, engages and strengthens families, and builds upon the capacity of the workforce.

**Financing:** High quality early care and education requires leveraging financing that is adequate and sustainable with incentives for quality and targeted investments to ensure equity for children and families with the greatest needs.

**Targeted Investments:** Efforts are required to maintain services, prioritize areas of need by targeting investments, capitalize in what works, and build upon areas of success.

**Data and Advocacy:** The County of Los Angeles in partnership with its local stakeholders<sup>14</sup> plays a significant role in advocating for legislative and administrative policies and investments informed by robust data and current research to meet the needs of our children and their families. Our work must be transparent, accountable, collaborative, and committed to equity, continuous improvement and responsive to emerging needs.

<sup>13</sup> Adapted from the Assembly Blue Ribbon Commission on Early Childhood Education Principles approved on October 9, 2018. Their principles are posted at [speaker.asmdc.org/sites/speaker.asmdc.org/files/pdf/BRC-Principles-Final-120318.pdf](https://speaker.asmdc.org/sites/speaker.asmdc.org/files/pdf/BRC-Principles-Final-120318.pdf).

<sup>14</sup> Local stakeholders are inclusive of parents and other primary caregivers (e.g. foster parents, legal guardians and relatives), early educators, institutions of higher education, child care resource and referral agencies, public agencies (i.e. County departments), philanthropy, advocacy organizations, businesses, and others concerned with the optimal well-being of children, families and communities.

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## PUBLIC POLICY PLATFORM 2023-2024 Legislative Session

Approved by Policy Roundtable Commission (5/11/22) and Child Care Planning Committee (6/1/22)

### 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.

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### 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.
- 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.

# The State of Early Care and Education in Los Angeles County

Executive Summary

Los Angeles County Child Care Planning Committee 2017 Needs Assessment



## OVERVIEW

The early years of a child's development lays the foundation for success in school. According to Harvard's Center on the Developing Child, 700 to 1,000 new neural connections form every second in the first few years of a child's life. To support this critical time in a child's early learning and development, it is essential for families to have access to high-quality early care and education programs. *The State of Early Care and Education in Los Angeles County: Los Angeles County Child Care Planning Committee 2017 Needs Assessment* explores the resources and gaps in the early care and education system that serves young children and their families in L.A. County. This report focuses on three essential components of the early care and education system: **Access** to early care and education; **Quality** in early care and education; and the early care and education **Workforce**.

The report was produced as a partnership between the Los Angeles County Child Care Planning Committee, the Los Angeles County Office for the Advancement of Early Care and Education (formerly known as the Los Angeles County Office of Child Care) and First 5 LA.

## NEEDS ASSESSMENT PARTNERS

### Los Angeles County Child Care Planning Committee:

To guide the early care and education field throughout California, every county has a local child care and planning development council. The Los Angeles County Child Care Planning Committee (Planning Committee) serves as the local child care and development planning council for Los Angeles County as mandated by state legislation (AB 2141; Chapter 1187, Statutes of 1991). One of the responsibilities of each Local Child Care and Development Planning Council is to conduct an assessment of child care needs in the county no less than once every five years. The mission of the Planning Committee is to engage parents, child care providers, allied organizations, community, and public agencies in collaborative planning efforts to improve the overall child care infrastructure of the County of Los Angeles, including the quality and continuity, affordability, and accessibility of child care and development services for all families.

### Los Angeles County Office for the Advancement of Early Care and Education:

The Los Angeles County Office for the Advancement of Early Care and Education (the Office) envisions a high quality early care and education system accessible to all families that nurtures children's healthy growth and early learning, fosters protective factors in families, and strengthens communities. It shapes policy recommendations, facilitates planning, and provides a range of services aimed at improving the availability, quality and access to early care and education programs. As a part of its work, the Office staffs the Los Angeles County Child Care Planning Committee, as well as the Los Angeles County Policy Roundtable for Child Care and Development.

**First 5 LA:** First 5 LA is a leading early childhood advocate working collaboratively across L.A. County and was created in 1998 to invest L.A. County's allocation of funds from California's Proposition 10 tobacco tax. Since then, First 5 LA has invested more than \$1.2 billion in efforts aimed at providing the best start for children from prenatal to age five and their families. First 5 LA, in partnership with others, strengthens families, communities, and systems of services and supports so all children in L.A. County enter kindergarten ready to succeed in school and life.



## FINDINGS AND RECOMMENDATIONS

### Access to Early Care and Education

A child's early years are a critical period in a young person's development. The foundation that is built through a child's participation in quality early childhood education sets them on a path to positive economic and social impacts lasting well into adulthood, from higher educational attainment and less chance of involvement in criminal activity, to higher status employment and higher earnings (Schweinhart 2007; Sparling, Ramey & Ramey 2007). Early care and education benefits the children and families who participate and yields long lasting benefits for society as a whole. Nobel laureate in economics, James Heckman, found that the long-term, economic return on investment in high-quality early care and education programs can yield up to a 13% return (Heckman 2016).

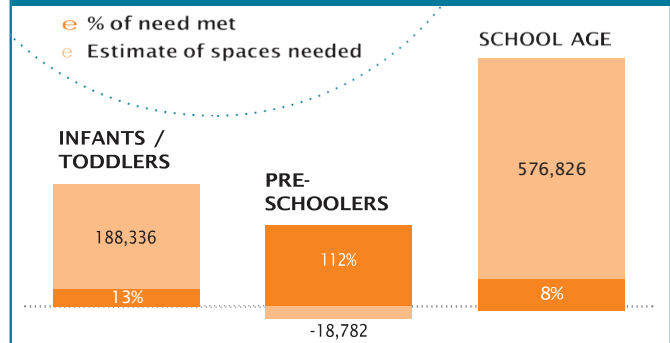
The 2017 Needs Assessment findings regarding early care and education access draw attention to the shortage of infant and toddler care, the decline in family child care homes, the increased participation in transitional kindergarten, and the high cost of child care.

#### 1) There are not enough early care and education services for families with infants and toddlers.

There are approximately 650,000 children under the age of 5 in Los Angeles County, yet licensed centers and family child care homes only have the capacity to serve 13 percent of working parents with infants and toddlers. In stark contrast, there are 12 percent more licensed preschool spaces than there are preschool age children of working parents.

In addition to the overall lack of licensed spaces for infants and toddlers, subsidies to help low-income working parents cover the cost of infant and toddler care fall woefully short of the need. Subsidized early care and education programs help low-income working parents become financially stable, yet only 15 percent of eligible infants and toddlers are served, compared to 41 percent of eligible preschoolers and 53 percent of eligible school age children. A lack of care for our youngest children impacts not only working families but also affects our economy as a whole. With the extreme gap between the number of working families with infants and toddlers and the capacity of licensed early care and education providers to care for infants and toddlers, Los Angeles County faces a significant challenge.

#### The Need for Early Care and Education in Los Angeles County



- **Recommendation - Conduct a deeper analysis of the barriers to increasing the supply of infant/toddler care:**

Conduct in-depth analysis of the challenges and barriers for providers to serve infants and toddlers and identify potential solutions to those barriers. Key issues to be explored may include the financial burden of providing care to infants and toddlers; the challenge of providing the appropriate physical environment for infants and toddlers (e.g., city zoning, education code and licensing regulations, such as square footage and the requirement for napping area); the cost and need for staff professional development to appropriately care for infants and toddlers; and the low compensation of the workforce.

- **Recommendation - Increase investments to expand access for infant and toddler care:**

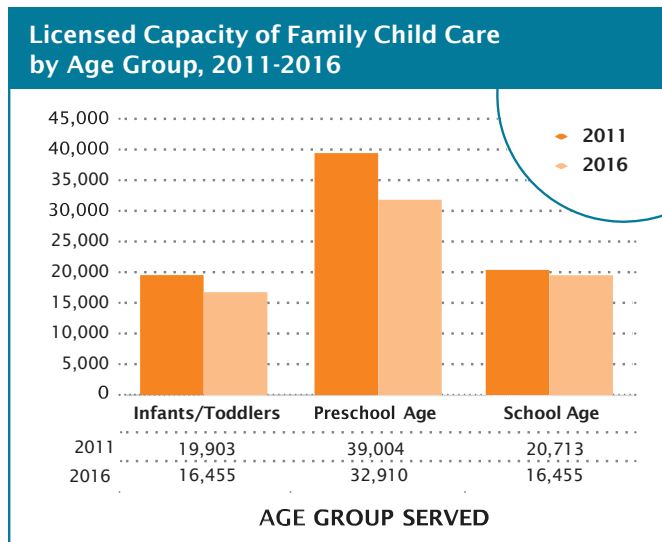
Increase State and federal investments in child care subsidy programs, especially for infants and



toddlers. Advocate for additional funding for subsidized infant/toddler care through increases in State programs like California Center Based Programs (CCTR) for Infants and Toddlers and Alternative Payment, as well as federal initiatives like Early Head Start.

**2) The County continues to lose licensed family child care spaces for all age groups while licensed center capacity has grown.**

Licensed family child care facilities, which are located in a provider’s home, offer parents an early care and education option that often has more flexible hours of operation and smaller provider-child ratios. In Los Angeles County, as of March 2016, there were 6,052 family child care providers compared to 7,623 in 2011. Over the past five years, family child care programs have experienced a decrease in their licensed capacity by 17 percent. In 2011, Los Angeles family child care providers had the capacity to serve 79,620 children, but that number dropped to 65,820 children by 2016. While it is likely that the economic recession had a major impact on this phenomenon, it is also possible that other factors such as changes in parent choice and the advent of transitional kindergarten may have had an impact.



**Recommendation - Support family child care providers to provide quality care for infants and toddlers:**

Develop support mechanisms for family child care providers to serve infants and toddlers, since there is a growing need for services for that age group. Strategies may include professional development, shared business services to support administrative functions, support for staff to pursue higher education opportunities, and capital improvement grants to improve family child care to accommodate infants and toddlers.

**Recommendation - Conduct a study of family child care providers who have left the system:**

Conduct a study with family child care providers who have decided not to renew their licenses to better understand the challenges they faced, the reasons behind their choices, the role that the economic downturn played, and other factors impacting their choice to leave the system. Family child care seems to be on the decline nationally due to low wages in the field and more career options for working women who make up the vast majority of the family child care workforce. This study would explore geographic differences in the density of family child care and factors that have led to successful family child care homes. Finally, the study would look at the dynamics between center-based care and family child care to better understand issues of access and parent choice.

**3) Preschool age children are participating more and more in transitional kindergarten.**

The most recent addition to the early care and education system in California is transitional kindergarten (TK), which was established by the School Readiness Act of 2010 (SB 1381). Transitional kindergarten (TK) is the first of a two-year kindergarten program. It uses a modified curriculum that is age and developmentally appropriate, is taught by a credentialed teacher, and is funded through Average Daily Attendance (ADA) funds.

Eligibility for transitional kindergarten is extended to children whose fifth birthday falls between September and December of the academic school year. In 2015, it was clarified that the School Readiness Act also allows school districts to enroll children who will turn 5-years-old after the December cutoff date. This option is called expanded transitional kindergarten (ETK) and is funded through a combination of local and ADA funding. In the 2014-2015 school year, 20,499 Los Angeles County children participated in transitional kindergarten—a 33 percent increase from the prior school year.

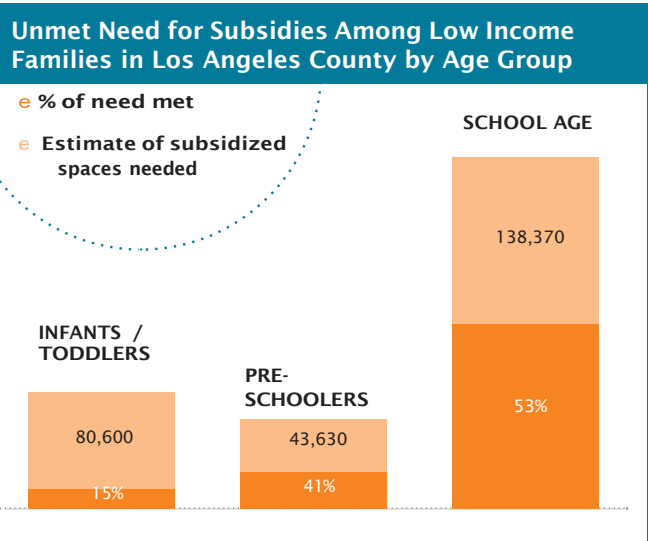
As more and more families become aware of this publicly funded option for their children, it is likely that the number of participating children will continue to grow. The arrival of transitional kindergarten has had, and will continue to have, a major impact on the early care and education system within California. As the field moves into this new era, it is essential that the entire early care and education system (inclusive of local education agencies) works together to meet the needs of young children in the County.

**The Number of Students Participating in Transitional Kindergarten in Los Angeles County, 2013-2014 and 2014-2015**

	2013-14 School Year	2014-15 School Year	Difference	Percent Change
Los Angeles County	14,680	20,499	5,819	33%
California	55,579	77,274	21,695	33%

- Recommendation - Establish a mixed-delivery system early care and education taskforce:** Establish a mixed-delivery taskforce to assess the current birth-5 early care and education system, identify system best practices, explore alignment and coordination opportunities between local education agencies and licensed early care and education providers, discuss policy solutions, and propose recommendations. The taskforce would consist of leaders from various birth-5 early care and education sectors like Resource and Referral Agencies; federally funded programs like Head Start and Early Head Start; local school districts; Los Angeles County Office of Education; First 5 LA; Los Angeles County Office for the Advancement of ECE; Los Angeles County Department of Public Social Services (CalWORKS Stage 1); and California Department of Education funded programs like California State Preschool, California Center Based Programs, and Alternative Payment.

(SMI). Even though the California minimum wage has increased, income eligibility for subsidized child care has not increased since 2011. According to the Child Care Law Center, income eligibility was frozen at 70 percent of the State Median Income used in Fiscal Year 2007-2008, which itself was based on 2005 income data. This barrier is encountered by many low-income working parents looking for subsidized care, since they often do not meet the income requirements for eligibility. With the minimum wage increasing to \$15 per hour by 2021, low income earning parents who receive slight wage increases may no longer be eligible for subsidized care.



**4) Early care and education is a costly expense for many families.**

The cost of care for a young child is high. A family's average cost of care in Los Angeles County is \$10,303 a year per preschooler in center-based care and \$8,579 a year per preschooler in a family child care home. Care for infants and toddlers is even more expensive, with an annual cost of \$14,309 in an early care and education center and \$9,186 in a family child care home. Families earning the Los Angeles County median family income of \$54,194 pay 16-26 percent of their wages per child for early care and education services. If a family has two children, an infant and a preschooler in center-based care, they would need to spend nearly half of their income (45 percent) on care for their children.

- Recommendation - Support increasing the income eligibility cap for subsidized early care and education for low-income families:** Update the eligibility guidelines to reflect the current State Median Income (SMI) and establish up to 12 months of income eligibility for families up to 85 percent of the SMI.

For families with income below the poverty line, the situation is even more dire. According to a report published by the Public Policy Institute of California, in 2013, Los Angeles County had the highest rate of poverty in the State, with 21 percent of the residents living in or near poverty. It is estimated that 27 percent of children in our County under 18 years old live in poverty. Over 900,000 children live in households with earnings 70 percent below the State Median Income



## FINDINGS AND RECOMMENDATIONS

### *Quality in Early Care and Education*

Every parent should be able to have their child participate in a high-quality early care and education program. After analyzing 20 studies on the impact of child care quality on children's outcomes, Burchinal et al. (2011) found that there is a relationship between child care quality and children's academic achievement, as well as language and cognitive development. To increase the quality of care, Quality Rating and Improvement Systems (QRIS) have emerged across the country. A first step for an early care and education program to participate in QRIS is to be licensed and in good standing. The core mission of the Child Care Licensing Program is to ensure the health and safety of children. With licensing being the entry level to QRIS, participating providers are then assessed on essentials of quality such as child development and social readiness, teacher qualifications and adult-child interactions, and program environment. QRIS assesses these elements and provides a rating on a five-point rating scale. Although the rating serves as a starting point, the most valuable component of QRIS lies in the ongoing quality improvement support. QRIS early care and education providers receive an abundance of tools, training and coaching to strengthen the quality of their program. Findings to take into consideration in this section of the report include the limited amount of QRIS rated sites in Los Angeles County, and the current QRIS focus on state-funded and center-based care.

**1) While the number of QRIS rated sites has increased, only a limited percentage of Los Angeles County providers have been QRIS rated.**

Over the last 10 years, Los Angeles County has been building its QRIS system from both local funding from First 5 LA and First 5 CA, as well as federal investments like the Race to the Top- Early Learning Challenge. Although this funding has laid a foundation for a county-wide QRIS system, and there has been substantial progress in reaching more and more providers, there is still a long way to go to reach all providers. As of June 30, 2016, when federal funding for QRIS through the Race to the Top Early Learning Challenge grants ended, 252 family child care homes were rated, and 619 early care and education centers were rated. This represents a mere 4 percent of family child care homes and 18 percent of center-based programs in Los Angeles County.

While the federal funding for QRIS has ended, the California Department of Education is currently providing QRIS on-going funding for California State Preschool Programs and a one-time QRIS block grant for programs that serve infants and toddlers that is slated to end in September 30, 2017. In addition, First 5 California has invested in QRIS across the State through First 5 IMPACT (Improve and Maximize Programs so All Children Thrive), and First 5 LA continues to be committed to QRIS.



Number of Rated QRIS Sites		
Type of QRIS Sites in Los Angeles County	As of June 30, 2016	
	Number	Percent of Total Numbers of Programs
Center-Based Programs	619	18%
Family Child Care Homes	252	4%

**Recommendation - Increase On-Going QRIS Funding:**

Expand on-going investments in QRIS, especially for programs that serve infants and toddlers. Strategies may include expanding funding for the California State Preschool Program (CSPP) Quality Rating and Improvement System (QRIS) Block Grant, continuing the Infant/Toddler Quality Rating and Improvement System (QRIS) Grant Program, and expanding QRIS support to include additional programs in the early care and education care system.

**2) To date, QRIS has been primarily focused on state-funded and center-based care.**

Every community has different strengths, challenges and needs. Early care and education in Los Angeles County is a complex tapestry of various funding streams, curriculums and structures. Low-income children, emergent bilinguals, children in the child welfare system and children with special needs all have unique requirements that providers need the skills and resources to meet. As of June 30, 2016, 59 percent of the licensed early care and education centers and family child care homes that participated in QRIS were rated in the higher tiers of three, four, or five. To ensure the needs of Los Angeles County's children can be served by high-quality early care and education programs, public funding to support local QRIS efforts has to be reasonably flexible. By providing more flexibility for QRIS, funding could be braided, and QRIS could more easily target providers who serve the children most at risk of not being prepared for school success.

**Recommendation - Promote flexibility in the use of QRIS funds to best meet the needs of local communities:**

Advocate for Los Angeles County to have local control over how to spend QRIS dollars to support the diverse needs of its community. Funders should provide the local QRIS system with the flexibility to allocate money where it is most needed in the county.

**Recommendation - Continue building a single QRIS model in Los Angeles County through the QRIS Architects:**

Refine QRIS to best serve Los Angeles' children through the QRIS Architects. The QRIS Architects is a collaborative of seven organizations working collectively to develop a countywide QRIS that addresses the quality improvement needs of different licensed provider types; strengthens relationships between QRIS participants for successful implementation; and enhances the QRIS infrastructure, so that it is efficient and able to be expanded.

Members of the QRIS Architects include the Child Care Alliance of Los Angeles, the County of Los Angeles Child Care Planning Committee, First 5 LA, Los Angeles County Office of Education, Los Angeles Universal Preschool (LAUP), County of Los Angeles Office for the Advancement of Early Care and Education, and Partnerships for Education Articulation and Coordination through Higher Education (PEACH).

Number of QRIS Sites by Rating Tier	
Quality Tier	Los Angeles County Rated QRIS Sites
	As of June 30, 2016
	Percent
Sites in Tier 1	< 1%
Sites in Tier 2	41%
Sites in Tier 3	32%
Sites in Tier 4	26%
Sites in Tier 5	< 1%
<b>TOTAL</b>	<b>100%</b>



## FINDINGS AND RECOMMENDATIONS

### *The Early Care and Education Workforce*

The quality of early learning programs for children is intrinsically connected to the early care and education workforce. Numerous studies (e.g. Shonkoff & Phillips, 2000; Whitebook, 2003; Tout, Zaslow & Berry, 2006; Kelley & Camilli, 2007) have cited how members of the ECE workforce who are more educated and have specialized training not only provide children with better quality care, but the children in their care have been found to make greater developmental gains than their counterparts. The key to enhancing the quality of the early care and education system lies in the professionalization of the workforce. In this early care and education workforce section of the report, findings highlight challenges faced by the ECE workforce including low wages, the limited education of the workforce, and barriers to accessing professional development.

#### 1) **The early care and education workforce earn low wages.**

Although there is a growing public awareness about the critical importance of the early years of a child's life, and many families rely on the early care and education workforce to nurture the early learning of our youngest children, these professionals are often paid close to minimum wage and dramatically less than teachers of older children. In California, child care 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. Teaching infants, toddlers and preschool age children requires the equivalent level of skills and knowledge as teaching older children, yet the pay is over 50 percent lower. In Los Angeles County, early care and education professionals make an average of \$14.65 per hour. More specifically, in Los Angeles County, center-based early educators make an average of \$14.75 per hour, whereas those who work in family child care make \$11.73 per hour.

California has a dual subsidized child care system, and subsidized licensed early care and education providers are paid by two separate and different reimbursement rates depending on the source of funding. The current system is split into two distinct reimbursement structures: the Standard Reimbursement Rate (SRR) for Title 5 Contracted Center Based Programs, and the Regional Market Rate (RMR) for Alternative Payment and CalWORKs child care programs. Early care and education providers serving a child enrolled in the Alternative Payment and/or CalWORKs programs are reimbursed at their established rate up to the



Regional Market Rate (RMR) ceilings established by the State. Effective January 1, 2017, the Regional Market Rate (RMR) ceilings were established at the 75th percentile of the 2014 regional market rate survey. Establishing the ceiling at the 75th percentile means that low-income families enrolled in these programs have access to approximately 75 percent of the providers in their community. However, since the current RMR is out of date and is based on the 2014 regional market rate study, families enrolled in these programs have fewer choices, which can impact the quality of care they are able to choose for their children. The current daily RMR ceilings for full-time care at a center-based program in Los Angeles County is \$90.68 per infant/toddler and \$64.21 per preschooler, while at a family child care, the daily rate for full time care is \$51.77 per infant/toddler and \$50.44 per preschooler.

Title 5 contracted providers who have General Child Care and the California State Preschool Program contracts with the Department of Education receive a Standard Reimbursement Rate. In January 2017, the Standard Reimbursement Rate (SRR) increased by 10 percent bringing the daily rates per child to \$42.12 for general child care programs, \$26.26 for part-day state preschool, and \$42.38 for full-day state preschool programs. Existing rates simply do not cover the providers' full costs, particularly for high quality child care. In addition, recent increases to the minimum

wage have increased provider costs further and will continue to do so as minimum wages rise over the next four years. Without additional increases to the SRR, programs will find it difficult to raise employee wages to meet the new requirements. Any increases to the minimum wage should automatically trigger comparable increases to the reimbursement rate.

The next step toward building a better reimbursement system for child care and early learning programs throughout California would be to merge the two existing rate structures into a single reimbursement system that maintains both child care options and reflects the actual current cost of care in each region/county with a base at the 85th percentile level.

Los Angeles County Regional Market Rates		
Age Group	Full-time Daily Child Care Center	Full-time Daily Family Child Care
Birth to 24 months	90.68	51.77
2 through 5 years	64.21	50.44

Standard Reimbursement Rate	
Program	Approved 10% Increase Effective 1/1/2017
Full-day State Preschool Programs	\$42.38

- Recommendation - Raise the Regional Market Rate for early care and education providers:**  
 Increase the Regional Market rate for reimbursements to subsidized early care and education providers to 85th percentile of the most recent market rate.
- Recommendation - Maintain the Standard Reimbursement Rate for early care and education providers:**  
 Maintain the Standard Reimbursement Rate increase of 10% approved in the 2016-2017 California State Budget.
- Recommendation - Adopt a single reimbursement rate for all California early care and education providers:**  
 Advocate to the State legislature and administration to adopt and implement a new, single reimbursement rate that covers the actual cost of infant/toddler and preschool care and education in each region/county with a base at the 85th percentile level.

2) Early care and education staff have limited education.

High quality early care and education for young children is inherently linked to a highly-qualified workforce, yet approximately half of the local workforce does not possess a college degree. In a 2015 report, the Institute of Medicine and the National Research Council concluded that all lead teachers in the nation’s preschools should have a bachelor’s degree in early childhood development or early education. Higher education is one of the most important pathways needed to professionalize the field. Based on a recent study of ECE providers who participated in First 5 LA funded professional development programs, only 24 percent of early care and education professionals had an associate’s degree, 21 percent had a bachelor’s degree, and 5 percent had an advanced degree. Family child care providers in the study had lower education levels than the center based as a whole, 17 percent had an associate’s degree, 13 percent had a bachelor’s degree and 6 percent had an advanced degree. California does not have a teaching credential for early childhood educators, but instead has a Child Development Permit. Currently, only 63 percent of Los Angeles County’s Early Care and Education workforce has a California Child Development permit.

Educational Attainment of Los Angeles County Center-Based and Family Child Care Providers		
Educational Attainment	Los Angeles County Center-based Providers <sup>1</sup>	Los Angeles County Family Child Care Providers
High School or Less	9%	29%
Some College	31%	36%
Associates Degree	30%	17%
Bachelor’s Degree	27%	13%
Advanced Degree	3%	6%

<sup>1</sup> Data Source: LA Advance baseline early educator survey and Consortium program registry data (LA Advance Baseline Analysis Memo – August 2015).

- Recommendation - Expand pathways and supports for the early care and education workforce to pursue higher education:**  
 Increase accessibility for programs that support higher education for early care and education professionals. Supports may include college tuition support; education advisors; flexible class times; and the availability of courses, books, and technology in languages in addition to English. Strategies for institutions of higher education include identifying ways to support degree-granting institutions, strengthening the articulation of coursework from community colleges to 4-year universities, and funding college faculty to map and align their courses with the Early Childhood Education Competencies.

· **Recommendation - Establish a formal teaching credential in California that prepares educators to work with children 0-8 year olds:**

Advocate for a 0-8 teaching credential in California. Credentialed teachers strengthen the Early Care and Education system by increasing the quality of education and care given to children, lowering teacher turnover rates, providing a smoother transition for children, and increasing the capacity of all teachers to work with diverse families.

**3) Cost is a barrier to early care and education providers accessing professional development.**

When asked about professional development, early educators reported that their number one reason to participate in professional development is to increase their knowledge, yet the top barrier they shared is not having enough money for tuition or training expenses. It is essential to connect members of the early care and education workforce to free and low-cost training opportunities.

Recently, the California Early Care and Education Workforce Registry was launched in both San Francisco and Los Angeles County with funding from the Mimi and Peter Haas Fund, the David and Lucile Packard Foundation and First 5 LA. The online database is designed to track and promote the education, training and experience of the early care and education workforce to improve professionalism and workforce quality and positively impact children. After an early educator signs-up for the registry, he/she can access and sign up for the most up-to-date trainings. With all the requisite available trainings in one place, the registry serves as an efficient tool in assisting members of the ECE workforce to accelerate their professional development. Although this system has made significant gains, it needs to garner on-going funding to be able to include all members of the workforce.



**Barriers to Participating in ECE Professional Development in Los Angeles County<sup>2</sup>**

Barriers to Participating in Professional Development	Percentage of Los Angeles County ECE Providers Who Marked that Barrier
I don't have enough money for tuition or training expenses	55%
I don't have enough time	42%
I am not able to get into the courses or trainings that I need	25%
I don't have the math skills I need	20%
I don't have the English language skills I need	17%
I don't have support from my employer	16%
I don't have reliable transportation	16%
I don't have support from my family	14%
I don't have childcare or dependent care	13%
I don't have access to a reliable computer or internet connection	13%

<sup>2</sup> Data Source: LA Advance spring 2016 early educator survey-- From Table D.4 Barriers for Consortium program participants' participation in PD: Spring 2016 (LA Advance Spring 2016 Analysis).

· **Recommendation - Expand free and low-cost professional development opportunities:**

Increase funding for free and low/cost training, coaching, and mentoring for early care and education providers. It is important that strategies considered are provided in languages in addition to English including training instruction and program curricula.

· **Recommendation - Improve information systems to support professional development through the California Early Care and Education Workforce Registry:**

Advocate for on-going public funding to support the California Early Care and Education Workforce Registry. As a professional development strategy, the registry would increase access to professional development, monitor the impact of professional development supports, and standardize data collection practices to track the movement of the workforce.

**ADDITIONAL INFORMATION**

For more information about *The State of Early Care and Education in Los Angeles County: Los Angeles County Child Care Planning Committee 2017 Needs Assessment*, please contact Michele Sartell at [msartell@ceo.lacounty.gov](mailto:msartell@ceo.lacounty.gov). The full report may be downloaded at [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov).

# **Section 1c: LEGAL REQUIREMENTS**

## ANALYSIS

This ordinance amends Title 3 - Advisory Commissions and Committees of the Los Angeles County Code, Chapter 3.75, relating to the Policy Roundtable for Child Care by:

- Amending section 3.75.010 to change the name of the "Policy Roundtable for Child Care" to the "Policy Roundtable for Child Care and Development;"
- Amending section 3.75.020 to add a policy on alternates;
- Amending section 3.75.070 to extend the sunset review date to June 30, 2016;
- Amending section 3.75.090 to update the Roundtable's mission;
- Amending section 3.75.100 to modify the Roundtable's various duties and responsibilities.

JOHN F. KRATTLI  
County Counsel

By



TAKIN KHORRAM  
Deputy County Counsel  
Social Services Division

TK:md

04/02/13 (requested)

04/29/13 (revised)

HOA.974004.1

**ORDINANCE NO. 2013-0030**

An ordinance amending Title 3 - Advisory Commissions and Committees of the Los Angeles County Code, relating to the Policy Roundtable for Child Care.

The Board of Supervisors of the County of Los Angeles ordains as follows:

**SECTION 1.** Section 3.75.010 is hereby amended to read as follows:

**3.75.010 Creation.**

There is created a Los Angeles County policy roundtable for child carePolicy Roundtable for Child Care and Development, hereinafter referred to as the "roundtable."

**SECTION 2.** Section 3.75.020 is hereby amended to read as follows:

**3.75.020 Members.**

The roundtable members shall be appointed by the board of supervisorsBoard of Supervisors and shall consist of:

- A. Chair of the child care planning committeeChild Care Planning Committee;
- B. One representative nominated by each of the following entities:
  - 1. Department of public social servicesPublic Social Services,
  - 2. Department of children and family servicesChildren and Family Services,
  - 3. Department of Mental Health,
  - 4. Department of Probation,
  - 5. Department of Public Health,
  - 6. Chief administrative officeExecutive Office,
  - 7. Department of parks and recreationParks and Recreation.

8. Los Angeles County office of educationOffice of Education,

9. Los Angeles Unified School District,

10. Child Care Alliance of Los Angeles, comprised of the 4-0-§\_state funded child care resource and referral agencies,

11. Southern California Association for the Education of Young Children,

12. Commission for Children and Families,

13. Los Angeles Children and Families First Proposition 10 Commission;

14. Los Angeles Universal Preschool;

C. One member from each of the following expert categories, with background, knowledge, expertise and/or experience in child care, early childhood education, or child development fields. Each member of the boardBoard shall nominate a member from that category listed below assigned to the member of the boardBoard by lottery conducted in a manner designated by the executive office of the boardBoard:

1. Academia or research,

2. Private business sector,

3. Philanthropy,

4. Community or legal advocacy,

5. Child care;

D. Five members, one nominated by each member of the boardBoard and selected from any of the following categories, with background, knowledge, expertise, and/or experience in child care, early childhood education, or child development:

1. Faith-based child care center operator,

2. Employer-supported child care center operator,

3. Family child care program operator,
4. Private or public child care center operator,
5. Child care advocate,
6. Parent,
7. Demographer,
8. Facilities finance expert,
9. Economist,
10. Labor representative,
11. CalWORKs participant,
12. Any person who is an expert in one of the expert categories set

forth in Section 3.75.020 C.

E. Alternates:

1. Members appointed under subsection B of this section, as representatives of a County Department, shall identify an alternate who can vote in the member's absence. Members shall identify their alternate by completing the appropriate roundtable-approved alternate designation form in advance of the meeting at which the alternate may vote. In the event that both the member and the alternate are unable to attend a roundtable meeting, a non-voting departmental representative can attend the roundtable meeting in their place and the representative's attendance will count for quorum purposes.

2. Members appointed under subsection B, as representatives of non-County entities, may also identify an alternate to vote in the member's absence by completing the appropriate roundtable-approved alternate designation form in advance



of the meeting at which the alternate may vote.

3. Members appointed pursuant to subsections C and D of this section. shall not be able to identify an alternate to vote in the member's absence.

**SECTION 3.** Section 3.75.070 is hereby amended to read as follows:

**3.75.070 Sunset review date.**

The sunset review date for the roundtable shall be June 30, 2016 .

**SECTION 4.** Section 3.75.090 is hereby amended to read as follows:

**3.75.090 MISSION.**

The mission of the roundtable is to serve as the official county body on all matters relating to child care, working in collaboration with the child care planning committee and the Children's Planning Council, to build and strengthen the child care system and infrastructure in the county by providing policy recommendations to the board.

The mission of the Los Angeles County Policy Roundtable for Child Care and Development is to build and strengthen the field of child care and development by providing recommendations to the Board of Supervisors on policy, systems, and infrastructure improvement.

**SECTION 5.** Section 3.75.100 is hereby amended to read as follows:

**3.75.100 Duties Roles and responsibilities.**

The roundtable will have the following duties feles-and responsibilities:

Develop a regional child care and development master plan for consideration by the board;

A. 8-:- Develop child care policy recommendations related to child care and

development that are based on solid research, economic forecasts, projected demographic shifts and trends, and federal and state policies, taking into account all forms of child care, and development services including without limitation, faith based, home based, public, private, center based, and employer based;

C. Promote the coordination and integration of county related child care, including all county departmental activity for employees and the public;

B. Advise and assist County departments in developing and implementing strategies to connect clients and/or employees to high quality child care and development services.

D. Work with the chief administrative office to develop recommendations for consideration by the board on state and federal legislation regarding child care;

C. In conjunction with the Chief Executive Office, develop recommendations for consideration by the Board on County, state and federal legislative and budget issues related to child care and development. The roundtable shall work with community stakeholders so as to understand the impact of those issues on the supply, quality and demand for child care and development services.

D. Working in collaboration with County departments and community stakeholders, identify strategies to secure and leverage, coordinate, monitor and maximize funding for and access to high quality child care and development services.

E. Identify strategies to help coordinate, leverage, and maximize all child care funding streams in the county;

E. Develop, distribute in electronic format, and post on a County website, an annual report summarizing key issues, roundtable recommendations, and Board

actions.

F. Develop recommendations to promote universal access to child care and development services, including but not limited to services for preschool care;

G. Identify strategies and recommendations to include faith based organizations in the provision of child care;

H. Designate a member to serve on the Children's Planning Council;

I. Conduct and distribute an annual evaluation, or "report card" of the roundtable's work; and

J. Make quarterly status reports to the board.

[375010TKCC]

SECTION 6. This ordinance shall be published in The Daily Commerce a newspaper printed and published in the County of Los Angeles.



Mark Ridley-Thomas  
Chairman

ATTEST:

Sachi A. Hamai  
Sachi A Hamai  
Executive Officer -  
Clerk of the Board of Supervisors  
County of Los Angeles

I hereby certify that at its meeting of August 20, 2013 the foregoing ordinance was adopted by the Board of Supervisors of said County of Los Angeles by the following vote, to wit:

	<u>Ayes</u>	<u>Noes</u>
Supervisors	<u>Mark Ridley-Thomas</u>	Supervisors <u>None</u>
	<u>Zev Yaroslavsky</u>	_____
	<u>Don Knabe</u>	_____
	<u>Michael D. Antonovich</u>	_____
	_____	_____

Effective Date: September 19, 2013  
Operative Date: \_\_\_\_\_

Sachi A. Hamai  
Sachi A. Hamai  
Executive Officer -  
Clerk of the Board of Supervisors  
County of Los Angeles

I hereby certify that pursuant to Section 25103 of the Government Code, the copy of this document has been made available to the public.

Sachi A. Hamai  
Executive Officer  
Clerk of the Board of Supervisors  
County of Los Angeles  
By: [Signature]  
Deputy



APPROVED AS TO FORM:  
JOHN F. KRATTLI  
County Counsel

By: [Signature]  
Chief Deputy County Counsel

# Los Angeles County, CA Code of Ordinances

## Chapter 3.75 - POLICY ROUNDTABLE FOR CHILD CARE

### Sections:

#### 3.75.010 - Creation.

There is created a Los Angeles County Policy Roundtable for Child Care and Development, hereinafter referred to as the "roundtable."

(Ord. 2013-0030 § 1, 2013; Ord. 2007-0068 § 1 (part), 2007; Ord. 2000-0025 § 1 (part), 2000.)

#### 3.75.020 - Members.

The roundtable members shall be appointed by the Board of Supervisors and shall consist of:

- A. Chair of the Child Care Planning Committee;
- B. One representative nominated by each of the following entities:
  - 1. Department of Public Social Services,
  - 2. Department of Children and Family Services,
  - 3. Department of Mental Health,
  - 4. Department of Probation,
  - 5. Department of Public Health,
  - 6. Chief Executive Office,
  - 7. Department of Parks and Recreation,
  - 8. Los Angeles County Office of Education,
  - 9. Los Angeles Unified School District,
  - 10. Child Care Alliance of Los Angeles, comprised of the 8 state funded child care resource and referral agencies,
  - 11. Southern California Association for the Education of Young Children,
  - 12. Commission for Children and Families,
  - 13. Los Angeles Children and Families First Proposition 10 Commission;
  - 14. Los Angeles Universal Preschool;
- C. One member from each of the following expert categories, with background, knowledge, expertise and/or experience in child care, early childhood education, or child development fields. Each member of the Board shall nominate a member from that category listed below assigned to the member of the Board by lottery conducted in a manner designated by the executive office of the Board:
  - 1. Academia or research,
  - 2. Private business sector,
  - 3. Philanthropy,

4. Community or legal advocacy,
  5. Child care;
- D. Five members, one nominated by each member of the Board and selected from any of the following categories, with background, knowledge, expertise, and/or experience in child care, early childhood education, or child development:
1. Faith-based child care center operator,
  2. Employer-supported child care center operator,
  3. Family child care program operator,
  4. Private or public child care center operator,
  5. Child care advocate,
  6. Parent,
  7. Demographer,
  8. Facilities finance expert,
  9. Economist,
  10. Labor representative,
  11. CalWORKs participant,
  12. Any person who is an expert in one of the expert categories set forth in Section 3.75.020 C.
- E. Alternates:
1. Members appointed under subsection B of this section, as representatives of a County Department, shall identify an alternate who can vote in the member's absence. Members shall identify their alternate by completing the appropriate roundtable-approved alternate designation form in advance of the meeting at which the alternate may vote. In the event that both the member and the alternate are unable to attend a roundtable meeting, a non-voting departmental representative can attend the roundtable meeting in their place and the representative's attendance will count for quorum purposes.
  2. Members appointed under subsection B, as representatives of non-County entities, may also identify an alternate to vote in the member's absence by completing the appropriate roundtable-approved alternate designation form in advance of the meeting at which the alternate may vote.
  3. Members appointed pursuant to subsections C and D of this section, shall not be able to identify an alternate to vote in the member's absence.

(Ord. 2013-0030 § 2, 2013: Ord. 2011-0028 § 1, 2011: Ord. 2007-0068 § 1 (part), 2007: Ord. 2006-0011 § 1, 2006: Ord. 2000-0025 § 1 (part), 2000.)

### 3.75.030 - Term of service.

- A. All members of the roundtable shall serve at the pleasure of the board.
- B. At its first meeting, the members of the roundtable shall classify themselves, excluding the members described in Section 3.75.020 A and B, by lot, so that half of the members shall serve an initial term of two years, and the remaining half of the members shall serve a term of four years. After the initial term, the term of each member shall be four years.
- C. With the exception of the members described in Section 3.75.020 A and B, no member of the roundtable may serve more than two consecutive full terms of service. For purposes of this section, an initial two-year term served by a member shall not count as a full term served.

D. A member's position on the roundtable shall become vacant upon the member's death, resignation, or removal by the board or in the event the member's employment or status no longer meets the membership criteria set forth in Section 3.75.020. If such a vacancy should occur, the appointed successor, nominated pursuant to Section 3.75.040, shall complete the remainder of the term.

(Ord. 2007-0068 § 1 (part), 2007: Ord. 2000-0025 § 1 (part), 2000.)

#### 3.75.040 - Vacancies.

A nomination for a member to fill a vacancy shall be made by the nominating entity of the member whose position becomes vacant.

(Ord. 2007-0068 § 1 (part), 2007: Ord. 2000-0025 § 1 (part), 2000.)

#### 3.75.050 - Conflict of interest.

No individual shall be appointed to the roundtable if that individual or an agency he or she represents or in which he or she holds a financial interest receives a contract or incurs a financial benefit based on recommendations made by or received by the roundtable, unless the board makes a finding that special circumstances exist which justify his or her appointment. In cases where such an interest exists at the time of a member's appointment or develops after appointment and the board has made the special finding required above, the member shall abstain from participating in any analysis, discussion, decision or recommendation affecting such interest.

(Ord. 2007-0068 § 1 (part), 2007: Ord. 2000-0025 § 1 (part), 2000.)

#### 3.75.060 - Staff.

The roundtable shall be supported by staff of the office of child care within the chief administrative office.

(Ord. 2007-0068 § 1 (part), 2007: Ord. 2000-0025 § 1 (part), 2000.)

#### 3.75.070 - Sunset review date.

The sunset review date for the roundtable shall be June 30, 2016.

(Ord. 2013-0030 § 3, 2013: Ord. 2007-0068 § 1 (part), 2007: Ord. 2000-0025 § 1 (part), 2000.)

#### 3.75.080 - Operating procedures.

The roundtable shall adopt bylaws, including provisions relating to the frequency, time and place of holding meetings, elections and terms of its chair and other officers, conflict of interest laws, and such other rules and procedures as it deems necessary or convenient for the conduct of the

roundtable's activities and operation. A quorum of the roundtable shall be a majority of the roundtable members who have been appointed, but in no event shall a quorum be less than eight.

(Ord. 2007-0068 § 1 (part), 2007: Ord. 2000-0025 § 1 (part), 2000.)

#### 3.75.090 - Mission.

The mission of the Los Angeles County Policy Roundtable for Child Care and Development is to build and strengthen the field of child care and development by providing recommendations to the Board of Supervisors on policy, systems, and infrastructure improvement.

(Ord. 2013-0030 § 4, 2013: Ord. 2010-0007 § 1, 2010; Ord. 2007-0068 § 1 (part), 2007: Ord. 2000-0025 § 1 (part), 2000.)

#### 3.75.100 - Duties and responsibilities.

The roundtable will have the following duties and responsibilities:

- A. Develop policy recommendations related to child care and development that are based on solid research, economic forecasts, projected demographic shifts and trends, and federal and state policies, taking into account all forms of child care and development services.
- B. Advise and assist County departments in developing and implementing strategies to connect clients and/or employees to high quality child care and development services.
- C. In conjunction with the Chief Executive Office, develop recommendations for consideration by the Board on County, state and federal legislative and budget issues related to child care and development. The roundtable shall work with community stakeholders so as to understand the impact of those issues on the supply, quality and demand for child care and development services.
- D. Working in collaboration with County departments and community stakeholders, identify strategies to secure and leverage, coordinate, monitor and maximize funding for and access to high quality child care and development services.
- E. Develop, distribute in electronic format, and post on a County website, an annual report summarizing key issues, roundtable recommendations, and Board actions.

(Ord. 2013-0030 § 5, 2013: Ord. 2010-0008 § 1, 2010; Ord. 2007-0068 § 1 (part), 2007: Ord. 2000-0025 § 1 (part), 2000.)

#### 3.75.110 - Subcommittees.

The roundtable shall establish one or more subcommittees to provide technical and professional expertise and support for any purposes that it decides will be beneficial. Such subcommittee(s) may include members of the child care planning committee as deemed necessary by the roundtable. Each subcommittee shall meet and shall make recommendations and reports as deemed necessary or appropriate by the roundtable.

(Ord. 2007-0068 § 1 (part), 2007: Ord. 2000-0025 § 1 (part), 2000.)



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## POLICY ROUNDTABLE FOR CHILD CARE AND DEVELOPMENT

### BYLAWS

#### ARTICLE I.

##### Authority

The County of Los Angeles Policy Roundtable for Child Care and Development (Roundtable) was established by **Board Order No. 14 of May 23, 2000, Ordinance No. 2000-0025, Chapter 3.75 of the Los Angeles County Code**. All policies, procedures and actions of the Roundtable shall be consistent with that Ordinance.

#### ARTICLE II.

##### Mission Statement

The mission of the Los Angeles County Policy Roundtable for Child Care and Development is to build and strengthen the field of child care and development by providing recommendations to the Board of Supervisors on policy, systems, and infrastructure improvement.

#### ARTICLE III.

##### Membership

#### Section 1. Membership

The Roundtable shall consist of 25 members, including 15 Organizational Representatives and 10 Supervisorial Representatives. All representatives shall have background, knowledge, expertise, and/or experience in Child Care, Early Childhood Education, or Child Development fields:

- A. Organizational Representatives shall include a nominee from each of the following entities:
- 1) Chair of the Child Care Planning Committee
  - 2) Chief Executive Office
  - 3) Child Care Alliance of Los Angeles
  - 4) Commission for Children and Families
  - 5) Department of Children and Family Services
  - 6) Department of Mental Health
  - 7) Department of Parks and Recreation
  - 8) Department of Public Health
  - 9) Department of Public Social Services
  - 10) Los Angeles Children and Families First-Proposition 10 Commission
  - 11) Los Angeles County Office of Education
  - 12) Los Angeles Unified School District
  - 13) Los Angeles Universal Preschool
  - 14) Probation Department
  - 15) Southern California Association for the Education of Young Children

B. Supervisorial Representatives

Each member of the Board of Supervisors (Board) shall nominate one Roundtable member from one of the following expert categories:

- Academia or research
- Private business sector
- Philanthropy
- Community or legal advocacy
- Child care

Each member of the Board shall nominate one Roundtable member from one of the following expert categories:

- Faith-based child care center operator
- Employer-supported child care center operator
- Family child care program operator
- Private or public child care center operator
- Child care advocate
- Parent
- Demographer
- Facilities finance expert
- Economist
- Labor representative
- CalWORKs participant
- Any person who is an expert in one of the expert categories set forth in the section above

C. All nominations are subject to approval by the Board.

D. Alternates

1) Organizational Representatives

- County Department representatives shall identify a specific alternate who can vote in the member's absence. In the event that both the member and alternate are unable to attend a meeting, a department representative can fulfill the attendance requirement. This department representative will not be authorized to vote on Roundtable business.
- Representatives from organizations other than County Departments shall have the option to identify an alternate to attend and vote in the member's absence.

2) Supervisorial Representatives

- Representatives of the Board of Supervisors will not have the option to use alternates.

**Section 2. Terms of Service:**

- A. All members of the Roundtable shall serve at the pleasure of the Board.
- B. A lottery shall be held to determine the terms of service of Supervisorial Representatives initially appointed to the Roundtable. Half of the Supervisorial Representatives will serve a two-year term and half will serve a four-year term. After the initial term, the term of all members will be four years.
- C. Supervisorial Representatives to the Roundtable will serve no more than two consecutive full terms of service. An initial two-year term served by a member shall not count as a full term served.
- D. Organizational Representatives will be required to affirm their status with their nominating organization every four years.
- E. In the event of a vacancy, a nomination shall be made by the nominating entity of the member whose position becomes vacant. The appointed successor shall complete the remainder of the term.

**Section 3. Duties and Responsibilities**

- A. Develop policy recommendations related to child care and development that are based on solid research, economic forecasts, projected demographic shifts and trends, and federal and state policies, and take into account all forms of child care and development services.
- B. Advise and assist County departments in developing and implementing strategies to connect clients and/or employees to high quality child care and development services.
- C. In conjunction with the CEO, develop recommendations for consideration by the Board on County, State and Federal legislative and budget issues related to child care and development. The Roundtable shall work with community stakeholders so as to understand the impact of those issues on the supply, quality and demand for child care and development services.
- D. Working in collaboration with County departments and community stakeholders, identify strategies to secure and leverage, coordinate, monitor and maximize funding for and access to high quality child care and development services.
- E. Develop, distribute in electronic format, and post on a County website, an annual report summarizing key issues, Roundtable recommendations, and Board actions.

**ARTICLE IV.**  
Officers

**Section 1.**     General Responsibilities

The Officers of the Roundtable shall be a Chairperson and a Vice-Chairperson and shall perform the duties as prescribed by these bylaws and **"Robert's Rules of Order Newly Revised."**

**Section 2.**     Duties of the Chairperson

The duties shall also include, but are not necessarily limited to, the following:

- A.     To preside over full Roundtable meetings and determine the agenda of the meetings.
- B.     To determine whether a quorum is present subject to the provisions of **Section 3.75.080 of the County Code.**
- C.     To call special meetings when necessary subject to the requirements of the **Ralph M. Brown Act.**
- D.     To determine membership for subcommittees and to recommend the chairperson, with ratification by the Roundtable.
- E.     To confer with staff on all matters related to the activities of the Roundtable and to provide direction to the staff in relationship to these matters.

**Section 3.**     Duties of the Vice-Chairperson

The duties of the Vice-Chairperson include the following:

- A.     To preside over meetings of the full Roundtable and conduct all duties of the Chairperson in his/her absence.
- B.     To perform any other duties and responsibilities of the Chairperson at his/her direction.

**ARTICLE V.**  
Election of Officers

**Section 1.**     Election of Officers

- A. The annual election of Roundtable officers shall take place on the anniversary of the initial officer elections, or at the next regularly scheduled meeting thereafter.
- B. Each duly appointed Roundtable member shall be eligible to serve as an officer.
- C. Each officer shall serve a one-year term and thereafter until a successor is qualified and elected.
- D. An officer may be elected to additional consecutive terms; however, no officer shall be eligible to serve more than three consecutive terms.
- E. All members of the Roundtable shall be eligible to vote in the election of officers.

**Section 2. Election Procedures**

The officers of the Roundtable shall be selected in the following manner:

- A. There shall be no secret ballots or absentee voting (**Government Code Section 54953**).
- F. Candidates shall be nominated from the floor at the election meeting.
- G. The election will be held by voice-vote at the election meeting subject to the following: If one of the candidates receives a majority of all votes cast, he/she will be declared the winner. If there are three or more candidates and no one receives a majority of all votes cast, a run-off election will be held between the two candidates with the highest number of votes. The run-off shall be conducted by voice-vote at the election meeting. In the event of a tie between the two candidates with the highest number of votes, the Chairperson's vote shall be counted as one and one-half (1½) votes.

**Section 3. Vacancies**

If the office of Chairperson or Vice-Chairperson becomes vacant, the vacancy will be filled for the remainder of the term at the next regular meeting using the same procedures set forth in Section 2 of this Article.

**ARTICLE VI.**  
Conflict of Interest

In the event that a Roundtable member or the organization which the member represents, could incur a financial benefit based on a decision of the Roundtable, that member shall abstain from participating in any analysis, discussion, or recommendation affecting such interest. In some instances, depending on the financial interest, the entire Roundtable may be precluded from acting.

**ARTICLE VII.**  
Voting and Action Items

The Roundtable shall adhere to the following while addressing all action items:

- A. Each member of the Roundtable shall be entitled to one vote on each matter submitted to a vote of the Roundtable.
- B. All votes shall be submitted by voice or a show of hands; there will be no secret ballots or absentee voting on any Roundtable action items.
- C. To pass an action item, a majority of the members present must vote in the affirmative.
- D. An action item which results in a tie vote does not pass.
- E. A record of all votes shall be kept by Roundtable staff.
- F. Members are required to abstain from participating in any analysis, discussion, or vote affecting issues which present a conflict of interest. However, in the absence of such conflict or other limitations, members are expected to be informed and cast votes.

**ARTICLE VIII.**  
Meetings

**Section 1. Meetings**

- A. Regular meetings of the Roundtable shall be held on the second Wednesday of each month. The regular meetings may be rescheduled for a different day than stated in these bylaws by a majority vote of the members present at a regular meeting. The Roundtable may change the date and place of any meeting subject to the requirements of the **Ralph M. Brown Act**.
- B. Future meetings may be canceled by a majority vote of the members present at a regular meeting. Staff shall follow the same procedure stated above in this Article for the rescheduling of meetings.
- C. If the Roundtable staff determines that there will be no quorum present for a particular meeting, the Chairperson, in his/her discretion, may cancel that meeting or convene a meeting of a committee of the whole.

**Section 2. Special Meetings**

Special meetings of the Roundtable may be called in the manner provided by Section 54956 of the Government Code.

**Section 3. Rules of Order**

The rules contained in the current edition of "**Robert's Rules of Order Newly Released**," except as otherwise provided herein, shall govern the Roundtable in its proceedings. The Roundtable may adopt additional rules to govern conduct at its meetings and all proceedings. Such rules can only be changed by a majority vote of the Roundtable.

**Section 4. Attendance**

All members of the Roundtable shall consider it their obligation to attend all general meetings of the Roundtable. If a member is absent from three consecutive general meetings, or misses more than 25 percent of the general meetings within a calendar year without adequate excuse, the Chairperson shall make inquiries of the individual member and report findings to the Roundtable, at which time the Roundtable can discuss its recourse (e.g., report absences to the appointing Board office or nominating organization).

Roundtable members shall also consider it their responsibility to participate in at least one subcommittee of the Roundtable. If a member is absent from three consecutive meetings, or misses more than 25 percent of the meetings of a subcommittee within a calendar year without adequate excuse, the subcommittee Chair shall make inquiries of the individual and report his/her findings to the Roundtable Chair.

**Section 5. Quorum**

One (1) more than half of the current membership (a majority) of the Roundtable shall constitute a quorum, but in no event shall a quorum be less than eight members.

**Section 6. Agenda Items**

Members of the Roundtable may request placement of an item on the agenda by contacting the Roundtable staff no later than seven working days prior to any regular or special meeting of the Roundtable. Roundtable staff may, with the Chairperson's approval, accept items for the agenda if it can be done without violating the agenda and notice requirements of the **Ralph M. Brown Act**.

**ARTICLE IX.**  
Committees

The Roundtable may establish subcommittees, pursuant to Article **III**, Section 2 of these bylaws, to provide technical and professional expertise and support for any purpose that it decides will be beneficial. Such subcommittees may include members of the Child Care Planning Committee and others recommended by Roundtable members, as deemed necessary by the Roundtable. Subcommittees may make recommendations and reports, as deemed necessary or appropriate by the Roundtable.



**ARTICLE X.**

Adoption and Amendment of Bylaws

**Section 1.**     Adoption

These bylaws may be adopted by a majority vote of the Roundtable, provided that written notice is given to each Roundtable member, along with a copy of the proposed bylaws at the previous regular meeting.

**Section 2.**     Amendment

These bylaws may be amended by a two-thirds (2 / 3) vote of the Roundtable members present at a regular meeting, provided that written notice of the proposed amendment is given at the previous regular Roundtable meeting.

**ARTICLE XI.**

Staff Support

The Roundtable shall receive staff support from the Office of Child Care within the Chief Executive Office (Service Integration Branch).

Adopted: April 11, 2001.

Amended 9.06.

Amended 11.11

PRCC\_Bylaws amended Nov 9.11

PRCC\_Bylaws to be amended Oct. 2013

# County Counsel Guide to Brown Act Requirements – Brown Act Basics

COUNTY OF LOS ANGELES  
OFFICE OF THE COUNTY COUNSEL



**COUNTY COUNSEL  
GUIDE TO BROWN ACT  
REQUIREMENTS**

**BROWN ACT BASICS**

**BY**

**Barbara Goul  
Principal Deputy**

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LOS ANGELES COUNTY  
COMMISSIONER ORIENTATION GUIDE

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Ms. Barbara Goul  
Principal Deputy

Summary of the Brown Act, prepared by County Counsel

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based on Robert's Rules of Order, prepared by County Counsel

County Counsel Opinion on Commissioner Liability



## What is the Brown Act?

- AKA Sunshine Law or Open Meetings Law
- Enacted by legislature in 1953
- Codified in Government Code §§ 54950 et seq.
- Guarantees the public's right to attend and participate in government
- Promotes accountability of public officers
- Allows for public oversight and understanding

## Overview of Brown Act Issues

- Applicability
- Requirements
  - Agenda Posting Requirements
  - How meetings are conducted
  - Exceptions or items that may be handled in closed sessions
- Remedies and penalties for violations

## Who Does the Brown Act Apply To?

- Public commissions, boards and councils
- Commissions created by the Board of Supervisors
  - Committees created by legislative bodies
  - Standing versus ad hoc committees

## What is a meeting?

- A gathering of a quorum of the legislative body
  - 50% of members plus one (rounded up)
  - Serial meetings
  - Teleconferencing
- Where public business is transacted or discussed
  - Not purely ceremonial or social occasions
  - *Sacramento Newspaper Guild v Board of Supervisors* 263 Cal. App 2d 41 (1968)

## Teleconferencing

- Different locations connected by audio and/or video
- Must be fully accessible to the public
- Voting must be by roll call

## Agenda Requirements

- Posting
- Notice
- Public Comment
- Public Availability of Agenda Materials

## Agenda Content

- Description must be sufficient to give the public a reasonable idea of what will be discussed
  - Vague general language is not sufficient
  - Allows public to decide whether to attend
- Generally 20 words or less
- Public comment entry
- Meeting is limited to agenda items
  - 2/3 vote for special circumstance when immediate action is required

## Agenda Notice Requirements Vary for Different Meetings

- Regular is posted at the site of the meeting 72 hours in advance.
- Special is posted at the site of the meeting 24 hours in advance.
- Emergency is one hour telephonic notice
- For Dire Emergencies notice may be contemporaneous with the meeting

## Public Availability of Agenda Materials

- Public entitled to copies of agenda packet/documents associated with the agenda items
- Public can make standing request for copies of agenda materials
  - Writing
  - Effective for one year
  - Subject to fees for copying and postage
  - Failure to send packet can invalidate action

## Place of Meeting

- Must be held within agency's geographical jurisdiction
  - Limited exceptions
- Can not be held in a place that discriminates or charges a fee or requires a purchase
- ADA compliant

## Conducting the Meeting

- Can not require a person to sign in as a condition of attendance
- Can not prohibit use of cameras, tape recorders or broadcasting
- Any tape or film made by the legislative body must be available for inspection

## Public Comment

- Opportunity to speak on agenda items before or during the body's consideration of the item
- Opportunity to speak on any item within the body's subject matter jurisdiction
- Reasonable rules can be adopted
- Chair may clear room in the event of public disruption and proceed with press present

## Closed Session

- All items must be listed on the agenda
- Must publicly announce item to be discussed in closed session
- Must publicly announce action taken in closed session

## Closed Session Major Exceptions

- Personnel matters (§ 54957)
- Public security threat (§ 54957)
- Anticipated or pending litigation (§ 54956.9)
- Initiation of litigation (§54956.9)
- Labor negotiations (§54957.6)
- Real estate negotiations (§ 54956.8)
  - *Shapiro v San Diego City Council*  
96 Cal. App.4<sup>th</sup> 904 (2002)

## Confidentiality of Closed Session

- May not disclose information obtained in closed sessions to any person not entitled to receive it – Unless disclosure is authorized by legislative body
- Injunctive relief to prevent disclosure
- Penalties for improper disclosure
  - Disciplinary action for willful disclosure
    - Require prior training or notice
  - Referral to Grand Jury
- Exceptions

## Closed Session Minutes

- Keeping a minute book is discretionary (Government Code § 54957.2)
  - Confidential
  - Members may review minutes but cannot have copies
- Minutes of improper closed session are not confidential.

## Penalties & Remedies

- Civil action to stop or prevent violations
  - Notice of corrective action is prerequisite
- Civil action to declare action null and void
- Court costs including reasonable attorney fees
  - *L.A. Times v Board of Supervisors*  
112 Cal. App. 4<sup>th</sup> 1313 (2003)
- Misdemeanor for knowing violations

## Senate Bill No. 751

### CHAPTER 257

An act to amend Section 54953 of the Government Code, relating to local government.

[Approved by Governor September 6, 2013. Filed with Secretary of State September 6, 2013.]

#### LEGISLATIVE COUNSEL'S DIGEST

SB 751, Yee. Meetings: publication of action taken.

The Ralph M. Brown Act requires all meetings of the legislative body of a local agency, as defined, to be open and public and prohibits the legislative body from taking action by secret ballot, whether preliminary or final.

This bill would additionally require the legislative body of a local agency to publicly report any action taken and the vote or abstention on that action of each member present for the action, thereby imposing a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that no reimbursement is required by this act for a specified reason.

*The people of the State of California do enact as follows:*

SECTION 1. Section 54953 of the *Government Code* is amended to read:

54953. (a) All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, except as otherwise provided in this chapter.

(b) (1) Notwithstanding any other provision of law, the legislative body of a local agency may use teleconferencing for the benefit of the public and the legislative body of a local agency in connection with any meeting or proceeding authorized by law. The teleconferenced meeting or proceeding shall comply with all requirements of this chapter and all otherwise applicable provisions of law relating to a specific type of meeting or proceeding.

(2) Teleconferencing, as authorized by this section, may be used for all purposes in connection with any meeting within the subject matter jurisdiction of the legislative body. All votes taken during a teleconferenced meeting shall be by rollcall.

(3) If the legislative body of a local agency elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the legislative body shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction, except as provided in subdivision (d). The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.

(4) For the purposes of this section, "teleconference" means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this section shall prohibit a local agency from providing the public with additional teleconference locations.

(c) (1) No legislative body shall take action by secret ballot, whether preliminary or final.

with the following:

Revised 9/11/13

(1) Notwithstanding the provisions relating to a quorum in paragraph (3) of subdivision (b), when a health authority conducts a teleconference meeting, members who are outside the jurisdiction of the authority may be counted toward the establishment of a quorum when participating in the teleconference if at least 50 percent of the number of members that would establish a quorum are present within the boundaries of the territory over which the authority exercises jurisdiction, and the health authority provides a teleconference number, and associated access codes, if any, that allows any person to call in to participate in the meeting and that number and access codes are identified in the notice and agenda of the meeting.

(2) Nothing in this subdivision shall be construed as discouraging health authority members from regularly meeting at a common physical site within the jurisdiction of the authority or from using teleconference locations within or near the jurisdiction of the authority. A teleconference meeting for which a quorum is established pursuant to this subdivision shall be subject to all other requirements of this section.

(3) For purposes of this subdivision, a health authority means any entity created pursuant to Sections 14018.7, 14087.31, 14087.35, 14087.36, 14087.38, and 14087.9605 of the Welfare and Institutions Code, any joint powers authority created pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 for the purpose of contracting pursuant to Section 14087.3 of the Welfare and Institutions Code, and any advisory committee to a county sponsored health plan licensed pursuant to Chapter 2.2 (commencing with Section 1340) of Division 2 of the Health and Safety Code if the advisory committee has 12 or more members.

(4) This subdivision shall remain in effect only until January 1, 2018.

SEC. 2. No reimbursement is required by this act under Section 6 of Article XIII B of the California Constitution because the only costs that may be incurred by a local agency or school district under this act are the costs of complying with Chapter 9 (commencing with Section 54950) of Part 1 of Division 3 of Title 5 of the Government Code. Subdivision (c) of Section 36 of Article XIII of the California Constitution provides that costs of this type are not reimbursable.

**CORRECTIONS:  
Date--Page 1.**

## Robert's Rules of Order

### Summary Version For Fair and Orderly Meetings & Conventions

Provides common rules and procedures for deliberation and debate in order to place the whole membership on the same footing and speaking the same language. The conduct of ALL business is controlled by the general will of the whole membership - the right of the deliberate majority to decide. Complementary is the right of at least a strong minority to require the majority to be deliberate - to act according to its considered judgment AFTER a full and fair "working through" of the issues involved. Robert's Rules provides for constructive and democratic meetings, to help, not hinder, the business of the assembly. Under no circumstances should "undue strictness" be allowed to intimidate members or limit full participation.

The fundamental right of deliberative assemblies require all questions to be thoroughly discussed before taking action!

The assembly rules - they have the final say on everything! Silence means consent!

- Obtain the floor (the right to speak) by being the first to stand when the person speaking has finished; state Mr./Madam Chairman. Raising your hand means nothing, and standing while another has the floor is out of order! Must be recognized by the Chair before speaking!
- Debate can not begin until the Chair has stated the motion or resolution and asked "are you ready for the question?" If no one rises, the chair calls for the vote!
- Before the motion is stated by the Chair (the question) members may suggest modification of the motion; the mover can modify as he pleases, or even withdraw the motion without consent of the seconder; if mover modifies, the seconder can withdraw the second.
- The "immediately pending question" is the last question stated by the Chair!  
Motion/Resolution - Amendment - Motion to Postpone
- The member moving the "immediately pending question" is entitled to preference to the floor!
- No member can speak twice to the same issue until everyone else wishing to speak has spoken to it once!
- All remarks must be directed to the Chair. Remarks must be courteous in language and deportment - avoid all personalities, never allude to others by name or to motives!
- The agenda and all committee reports are merely recommendations! When presented to the assembly and the question is stated, debate begins and changes occur!

### The Rules

- **Point of Privilege:** Pertains to noise, personal comfort, etc. - may interrupt only if necessary!
- **Parliamentary Inquiry:** Inquire as to the correct motion - to accomplish a desired result, or raise a point of order
- **Point of Information:** Generally applies to information desired from the speaker: "I should like to ask the (speaker) a question."
- **Orders of the Day (Agenda):** A call to adhere to the agenda (a deviation from the agenda requires Suspending the Rules)



- **Point of Order:** Infraction of the rules, or improper decorum in speaking. Must be raised immediately after the error is made
- **Main Motion:** Brings new business (the next item on the agenda) before the assembly
- **Divide the Question:** Divides a motion into two or more separate motions (must be able to stand on their own)
- **Consider by Paragraph:** Adoption of paper is held until all paragraphs are debated and amended and entire paper is satisfactory; after all paragraphs are considered, the entire paper is then open to amendment, and paragraphs may be further amended. Any Preamble can not be considered until debate on the body of the paper has ceased.
- **Amend:** Inserting or striking out words or paragraphs, or substituting whole paragraphs or resolutions
- **Withdraw/Modify Motion:** Applies only after question is stated; mover can accept an amendment without obtaining the floor
- **Commit /Refer/Recommit to Committee:** State the committee to receive the question or resolution; if no committee exists include size of committee desired and method of selecting the members (election or appointment).
- **Extend Debate:** Applies only to the immediately pending question; extends until a certain time or for a certain period of time
- **Limit Debate:** Closing debate at a certain time, or limiting to a certain period of time
- **Postpone to a Certain Time:** State the time the motion or agenda item will be resumed
- **Object to Consideration:** Objection must be stated before discussion or another motion is stated
- **Lay on the Table:** Temporarily suspends further consideration/action on pending question; may be made after motion to close debate has carried or is pending
- **Take from the Table:** Resumes consideration of item previously "laid on the table" - state the motion to take from the table
- **Reconsider:** Can be made only by one on the prevailing side who has changed position or view
- **Postpone Indefinitely:** Kills the question/resolution for this session - exception: the motion to reconsider can be made this session
- **Previous Question:** Closes debate if successful - may be moved to "**Close Debate**" if preferred
- **Informal Consideration:** Move that the assembly go into "**Committee of the Whole**" - informal debate as if in committee; this committee may limit number or length of speeches or close debate by other means by a 2/3 vote. All votes, however, are formal.
- **Appeal Decision of the Chair:** Appeal for the assembly to decide - must be made before other business is resumed; NOT debatable if relates to decorum, violation of rules or order of business
- **Suspend the Rules:** Allows a violation of the assembly's own rules (except Constitution); the object of the suspension must be specified

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# Los Angeles County Commission Manual

This manual provides a guide to Los Angeles County processes, legal parameters, and protocols that affect the business of County Commissions.

In addition, the manual details information on the role and duties of Commissioners when conducting meetings, developing agendas, advocating on legislative issues, and provides information on resources available while representing the County Board of Supervisors.

Please review the Los Angeles County Commission Manual linked [HERE](#).

# **Section 2: OFFICE FOR THE ADVANCEMENT OF EARLY CARE AND EDUCATION**

## Office for the Advancement of Early Care and Education Overview

The Office for the Advancement of Early Care and Education (OAECE) envisions a high-quality early care and education system accessible to all families that nurtures children’s healthy growth and early learning, fosters protective factors in families, and strengthens communities. Programs and activities include:

**Child Care Planning Committee (Planning Committee). Los Angeles County’s Local Child Care and Development Planning Council**, engages parents/consumers, early educators, community and public agencies, institutions of higher education, resource and referral agencies and other community stakeholders in collaborative planning efforts to improve the overall early care and education infrastructure of Los Angeles County, including the quality and continuity, affordability, and accessibility of services for all families.

**Policy Roundtable for Child Care and Development (Roundtable)** builds and strengthens early care and education by providing recommendations on policy, systems, and infrastructure to the Board of Supervisors.

**Joint Committee on Legislation** is a combined committee of the Planning Committee and Roundtable that identifies and tracks bills each legislative session, prepares analyses, and makes recommendations to the Department of Public Health Government Affairs, the Chief Executive Office Legislative Affairs & Intergovernmental Relations, and the Board of Supervisors.

**Workforce Pathways LA** increases the qualifications of early educators working in child development centers and family child care homes in which most of the children are subsidized by the California Departments of Education and Social Services.

**County Employee Child Care and Development Centers** receive technical assistance and advisement from the OAECE. In addition, the OAECE manages the contract for the Van Nuys Child Development Center.

**Systems Strengthening** is the role the OAECE undertakes when it represents County interests and leadership regarding the advancement of early care and education on various countywide initiatives. Examples include participating on the Quality Start Los Angeles (QSLA) Leadership Council, supporting the Comprehensive Financial Landscape Analysis led by the Office of Child Protection, responding to Board motions, and leading the COVID-19 response for early care and education.

For more information on the work of the Office for the Advancement of Early Care and Education, located within the Health Promotion Bureau of the Los Angeles County Department of Public Health, and on behalf of the Roundtable and Planning Committee, visit our website at <https://childcare.lacounty.gov/>.

Revised – July 26, 2021



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<https://childcare.lacounty.gov/> | Website

The Office for the Advancement of Early Care and Education is located within the Department of Public Health of the County of Los Angeles.

Updated – November 9, 2023

## Child Care Planning Committee Fact Sheet

The Child Care Planning Committee (Planning Committee) shares a unified vision and mission with the Policy Roundtable for Child Care and Development and the Office for the Advancement of Early Care and Education.

### **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.

### **History**

In 1991, the Board of Supervisors authorized the convening of the Los Angeles County Child Care and Development Block Grant Planning Council in response to AB 2141 (Chapter 87; Approved July 31, 1991), which created local child care and development local planning councils (LPCs) in each county. The Council's initial purpose was to establish priorities for the allocation of federal Child Care and Development Block Grant (CCDBG) funds. AB 2141 also authorized the LPCs to determine local child care needs, and to prepare a Countywide plan for child care and development. In July 1992, the Board of Supervisors delegated the responsibility for countywide child care planning to the Council. In response to this broader charge, the Council changed its name to the Child Care Planning Committee in January of 1993.

AB 1542 (Chapter 270; Approved: August 11, 1997) heralded the advent of welfare reform in California. While creating and defining California Work Opportunity and Responsibility to Kids (CalWORKs), the legislation also strengthened and broadened the role of the local planning councils.

### **Mandates of AB 1542**

- Establish a local planning council.
- Identify priorities for State-funded early care and education services.
- Conduct a countywide needs assessment at least every five years.
- Conduct periodic review of early care and education programs funded by the California Department of Education (CDE) and California Department of Social Services (CDSS) related to meeting priorities.
- Collaborate with stakeholder groups to meet local needs.
- Develop a comprehensive countywide plan for early care and education services.
- Coordinate part-day Head Start and State Preschool programs with full-day services.

### **Planning Committee Membership**

There are 50 members of the Planning Committee, 10 from each of the required categories stipulated in AB 1542. Each of the five County Board of Supervisors appoints one member from any one of the categories to represent his/her district. Each member may serve up to two three-year consecutive terms. A Chair and Vice Chair are elected to serve consecutive two-year

terms.

The five membership categories are as follows:

**Parent Consumers**<sup>1</sup> (or guardians) who are using or have used early care and education services for their children within the past three years.

**Early Educators** representing both center-based and family child care homes.

**Community Representatives** from organizations or programs that advocate for early care and education services, provide funds for the services, or serve populations who benefit from the services, but do not contract with CDE or CDSS to provide early care and education services.

**Public Agency Representatives** from city, County, or local education agencies.

**Discretionary Members** who may represent any of the above categories or may represent another type of stakeholder and include Board of Supervisor appointees.

### **Collaboration with Local Stakeholders**

The Planning Committee works collaboratively with local stakeholder groups:

- Policy Roundtable for Child Care and Development
- First 5 LA
- Child Care Alliance of Los Angeles
- Quality Start Los Angeles
- Advancement Project California
- Partnerships for Education, Articulation & Coordination through Higher Education (PEACH)
- Perinatal and Early Childhood Home Visitation Consortium
- Los Angeles County Office of Education
- And more

### **Staffing and Meeting Schedule**

The Office for the Advancement of Early Care and Education, within the Department of Public Health, convenes the Planning Committee. Within this department of County government, the Planning Committee is positioned to contribute to the overall well-being of children, families, and communities throughout Los Angeles County.

The Planning Committee meets on the first Wednesday of each month, except July and August, from 12:00 – 2:00 p.m. at various sites throughout the County. During the COVID-19 pandemic, the Planning Committee meets virtually using the Microsoft Teams platform. The public is welcome to attend all Planning Committee meetings and to participate in its Work Groups. Please contact the Office for the Advancement of Early Care and Education at (213) 639-6202 to verify the location of the meetings or visit the website at <https://childcare.lacounty.gov/>.

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<sup>1</sup> A parent consumer, in addition to the birth or adoptive parent, may include a relative caregiver, legal guardian or foster parent.

## Major Accomplishments – 2000-2021

- Co-convened with the Quality Start Los Angeles (QSLA) Workforce Committee the Workforce Pathways LA Joint Committee on Workforce Systems Improvement to conduct an early care and education professional development landscape analysis for Los Angeles County; released *Learning from Today, Preparing for Tomorrow: An Early Care and Education Professional Development Landscape Analysis for Los Angeles County* at a public forum on June 28, 2021.
- Awarded Workforce Pathways LA stipends to over 1,200 early educators for either 1) completing 21 hours of professional development, 2) completing at least one college course, 3) obtaining a new Child Development Permit, or 4) earning a college degree. (2021)
- Convened the Task Force on Re-envisioning Early Care and Education During COVID-19 comprised of Planning Committee members, alternates, and early educators; the task force developed Tips for Best Practices in Early Care and Education During the COVID-19 Pandemic – Centers and Family Child Care Homes that were integrated into the website, “Child Care Heroes: LA County COVID-19 Information and Resources” (see <https://childcareheroes.org/>). (2020)
- Prepared, in partnership with the Policy Roundtable for Child Care and Development, *A Unified Strategic Plan for Early Care and Education – 2020-2025*, with four focus strategic areas: 1) access to early care and education, 2) early care and education quality, 3) early care and education workforce supports, and 4) family and community engagement in early care and education issues. (2020)
- Participated in the response to the COVID-19 pandemic to ensure that essential workers and high-risk populations had access to early care and education services and the programs that serve them had the necessary resources to keep children, families and staff safe and healthy. (2020-21)
- Developed geographic priorities for allocation of new early care and education subsidy funds. (2000-2021)
- Distributed approximately \$48.4 million in stipends to qualified early educators through the Investing in Early Educators Stipend Program (AB 212), which promotes higher levels of education. (2002-2020)
- Contributed to the Preschool Development Grant Needs Assessment led by the American Institutes for Research (AIR) by conducting seven focus group; four of which were with parents and three with center-based programs. (2019).
- Assessed county early care and education supply and demand (2000, 2003, 2006, 2011, 2013 and 2016); Launched the 2016 needs assessment at a public event on March 20, 2017.
- Developed countywide Centralized Eligibility List (LACEL) for families seeking subsidized early care and education services. (2003-2011)
- Facilitated transfer of nearly \$16 million among CDE-contractors, which allowed the funding



to be used in Los Angeles County since 2009.

- Developed a Model Compensation Scale for center-based child development staff and for Program Directors. (2004-2009)
- Reviewed the amount of under-utilized funding and the underlying causes of under-earned child development contracts in Los Angeles County. (2007-08)
- Conducted an economic impact study of child care in Los Angeles County. (2007-08)

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# Overview Of The Child Care Planning Committee And Policy Roundtable For Child Care And Development



Updated – July 1, 2021

	Child Care Planning Committee	Policy Roundtable for Child Care and Development
Vision	Children are healthy, thriving and have equitable opportunities to achieve optimal development and succeed in life.	
Mission	Lead, build and strengthen an affordable and high-quality early care and education system for the children and families of Los Angeles County.	
Enabling Authority	State Legislation; reports to the California Department of Education/Early Learning and Support Division (CDE/ELCD). As of July 1, 2021, will report directly to the California Department of Social Services (CDSS) as part of the shift of most early care and education programs inclusive of the LPCs from the CDE to the CDSS.	County Ordinance
Established	1991 in response to legislation, strengthened by welfare reform legislation in 1997	By the Board of Supervisors in 2000 based on recommendation of the Child Care Futures Committee
Number of Members	50	25
Membership Composition	<p>20% per category per California Education Code:</p> <ul style="list-style-type: none"> <li>▪ Parents/consumers</li> <li>▪ Early Educators</li> <li>▪ Public Agencies</li> <li>▪ Community Agencies</li> <li>▪ Discretionary</li> </ul>	<p>Per Los Angeles County Ordinance</p> <p><i>Organizational representatives:</i></p> <ul style="list-style-type: none"> <li>▪ Child Care Planning Committee</li> <li>▪ County departments – Chief Executive Office, Children &amp; Family Services, County Office of Education, Mental Health, Office of Education Parks &amp; Recreation, Probation, Public Health, Public Social Services</li> <li>▪ Los Angeles Unified School District</li> <li>▪ Child Care Alliance of Los Angeles</li> <li>▪ Southern CA Association for the Education of Young Children</li> <li>▪ First 5 LA</li> <li>▪ Child360</li> </ul> <p><i>Each Supervisor nominates one from expert categories:</i></p> <ul style="list-style-type: none"> <li>▪ Academia</li> <li>▪ Private business sector</li> <li>▪ Philanthropy</li> <li>▪ Community or legal advocacy</li> <li>▪ Child care</li> </ul> <p><i>Each Supervisor nominates on from expert categories:</i></p> <p>Five members nominated by each member of the Board from among the following categories: faith-based center operator,</p>

	Child Care Planning Committee	Policy Roundtable for Child Care and Development
Membership Composition - Continued		employer-supported center operator, family child care providers, private or public center operator, child care advocate, parent, demographer, facilities finance expert, economist, labor, CalWORKs participant
Alternates	Each member has an alternate	Alternates allowed for organizational representatives only
Board of Supervisor Direct Appointees	1 per Supervisor (Discretionary)	2 per Supervisor, selecting one each from the categories highlighted in yellow
How Appointed	<ol style="list-style-type: none"> <li>1. Annual recruitment; application process</li> <li>2. Certification of Membership<sup>1</sup> by Planning Committee</li> <li>3. Certification of Membership by County Superintendent of Schools</li> <li>4. Certification of Membership by Board of Supervisors</li> </ol> Certification of Membership submitted to the CDE/ELCD and CDSS	<ul style="list-style-type: none"> <li>Organizational Representatives submit nominee</li> <li>Board members nominate one from each of expert categories</li> <li>Each nominee submits application to Board Executive Office</li> </ul> All nominations subject to Board approval
Terms of Service	Two consecutive three-year terms	<i>Supervisory Reps</i> – no more than two consecutive 4 year terms <i>Organizational Reps</i> – requires affirmation of status with nominating organization every four years
Current Membership Composition	<ul style="list-style-type: none"> <li>Advocacy organizations</li> <li>Child care resource and referral agencies</li> <li>Community Care Licensing</li> <li>Community colleges and higher education</li> <li>ECE centers (private, non-profit inclusive of programs working primarily with children with special needs, County employees, community colleges, CDE and CDSS- contracted programs, Early Head Start/Head Start)</li> <li>Family child care homes</li> </ul>	<ul style="list-style-type: none"> <li>Advancement Project California</li> <li>Board of Supervisor Appointees</li> <li>Bresee Foundation</li> <li>Child360</li> <li>Child Care Planning Committee</li> <li>Child Care Alliance of Los Angeles</li> <li>Child Care Resource Center</li> <li>Commission for Children and Families</li> </ul> County departments (Children & Family Services, Office of Education, Mental Health, Parks & Recreation, Probation, Public Health, Public Social Services)

<sup>1</sup> Certification of Membership is the name of the California Department of Education (CDE) form required for listing all members by the five categories and signed by the Chair of the Planning Committee, County Superintendent of Schools and Board of Supervisors. Upon “approvals”, the form is submitted to the CDE and California Department of Social Services (CDSS).

	Child Care Planning Committee	Policy Roundtable for Child Care and Development
Current Membership Composition - Continued	<ul style="list-style-type: none"> <li>▪ Home visitation</li> <li>▪ Quality rating and improvement system supports</li> <li>▪ Parent Consumers</li> <li>▪ School district early childhood programs</li> </ul> Supportive services (administrative, parent engagement, professional development)	<ul style="list-style-type: none"> <li>▪ First 5 LA</li> <li>▪ Infant Development Association of Southern California</li> <li>▪ Los Angeles Unified School District</li> <li>▪ Southern Chapter – Southern California Association for the Advancement of Early Care and Education</li> <li>▪ USC School of Marshall School of Business</li> <li>USC School of Social Work</li> </ul>
Scope of Work/Mandates	Per California Education Code: <ul style="list-style-type: none"> <li>▪ Conduct countywide needs assessment every five years, addressing early care and education services for children birth through 12 years of age</li> <li>▪ Develop countywide plan to meet identified needs</li> <li>▪ Identify service gaps for subsidized early care and education service</li> <li>▪ Facilitate voluntary, temporary transfer of funds</li> </ul>	Per Roundtable By-laws: <ul style="list-style-type: none"> <li>▪ Develop policy recommendations related to child care and development based on research, economic forecasts, projected demographic shifts and trends, and federal and state policies, taking into account all forms of child care</li> <li>▪ Advise and assist County department in developing and implementing strategies to connect clients and/or employee to high quality child care and development services</li> <li>▪ Develop recommendations for consideration by the Board on County, state and federal legislative and budget issues related to child care and development. Work with community stakeholders to understand the impact of the issues on the supply, quality and demand for services.</li> <li>▪ Identify strategies to secure and leverage, coordinate, monitor and maximize funding for and access to high quality services</li> <li>▪ Develop, distribute in electronic format and post on County website annual report summarizing key issues, Roundtable recommendations and Board actions</li> </ul>
Examples of Wins	<ul style="list-style-type: none"> <li>▪ Released <i>Learning from Today, Preparing for Tomorrow: An Early Care and Education Professional Development Landscape Analysis for Los Angeles County</i> at a public forum on June 28, 2021 in partnership with Quality Start Los Angeles</li> <li>▪ Developed Tips for Best Practices in Early Care and Education During the COVID-19 Pandemic – Centers and Family Child Care Homes that were integrated into the website, “Child Care</li> </ul>	<ul style="list-style-type: none"> <li>▪ Contributed to recommendations for implementation plan on early care and education recommendations listed in Pathways to Economic Resiliency report</li> <li>▪ Adopted an equity statement.</li> <li>▪ Elevated ECE Coalition budget asks and SB 246 (Leyva) pertaining to reimbursement rate reform and rate increases to Third Supervisorial District</li> <li>▪ Advocated for the Emergency Child Care Bridge Fund for Children in Foster Care</li> </ul>

	Child Care Planning Committee	Policy Roundtable for Child Care and Development
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Examples of Wins - Continued	<p>Heroes: LA County COVID-19 Information and Resources' (see <a href="https://childcareheroes.org/">https://childcareheroes.org/</a>)</p> <ul style="list-style-type: none"> <li>▪ Completed and publicly launched Needs Assessment in partnership with First 5 LA in March 2017 "According to a recent LPI [Learning Policy Institute] report, of 10 counties studied, only four had completed the needs assessments within the past five years, and only Los Angeles and Sacramento had made the data available to the public."<sup>2</sup></li> <li>▪ Facilitated voluntary, temporary transfer of funds between CDE-contracted agencies to ensure that funding remains in LA County to serve children of income eligible families</li> <li>▪ Produced community level data documents to illustrate gaps in subsidized services using LPC Local Funding Priorities data</li> <li>▪ Provided representation on community coalitions and work groups (Help Me Grow-LA, QRIS Architects, Quality Start LA and Los Angeles County Prevention Plan ECE Work Group)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Informed the development of the Department of Mental Health's Early Childhood Mental Health Consultation Pilot</li> <li>▪ Provided input to the Measure H – Homeless Initiative – Child Care</li> <li>▪ Elevated public policy recommendation to increase the adjustment factor to the reimbursement rate for infants and toddlers served by CDE-contracted programs (2018) and to provide 12 months of continuous eligibility for children receiving early care and education services subsidized by the CDE (2017)</li> </ul>
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<sup>2</sup> Stipek, D. & Colleagues. *Getting Down to Facts II Technical Report – Early Care and Education in California*. Stanford University: September 2018.

# **Section 3: LOS ANGELES COUNTY**



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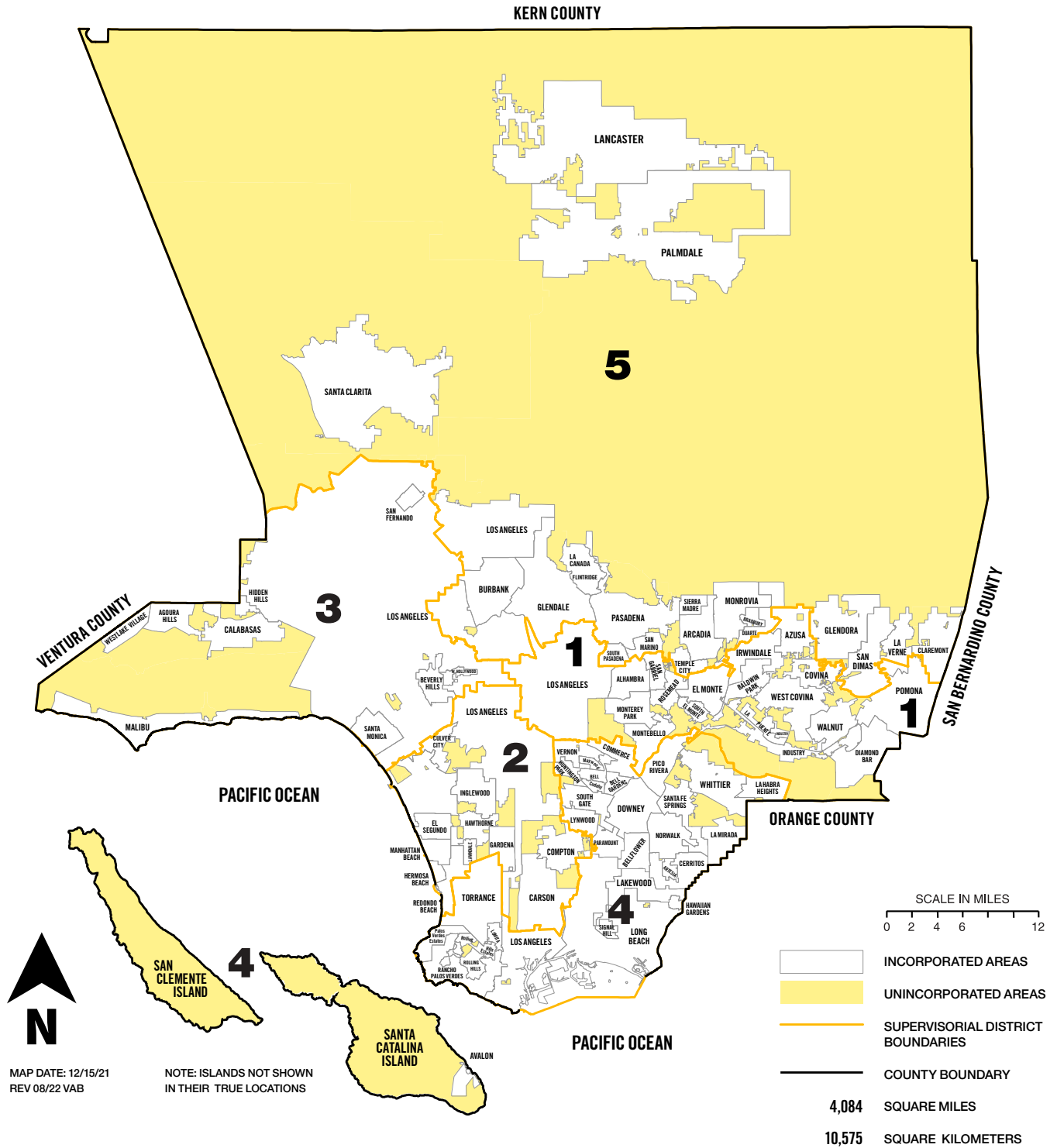
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# Los Angeles County District Map





Revised July 2019

County of Los Angeles Department of Public Health

# STRATEGIC PLAN 2018-2023



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## Letter from the Director

### Dear Colleagues,

Health equity means that everyone has the opportunities and resources needed for optimal health. Access to a quality education, full-time employment, a livable wage, social support, and community safety is linked to well-being. Specifically, these social and economic factors are associated with 40% of all death and disability.<sup>1</sup> Right now, many low-income residents and people of color face unfair health burdens due to the unjust distribution of these social and economic opportunities.




At the Los Angeles County Department of Public Health (DPH) we are working to fundamentally change how we think about and approach our work to systematically address the unjust policies, practices, and attitudes that consistently produce negative health outcomes for communities across our County.

I am excited to present the 2018-2023 Strategic Plan that anchors health equity as a priority for the Department, and charts a course for us to...

- Support engagement and mobilization efforts to address community concerns, amplify authentic stories, and strengthen capacity to spur policy and systems change
- Collaborate with partners to find innovative ways to protect and promote health in places where people live, learn, work, worship, and play
- Continue to use science to inform and refine our strategies
- Prepare our workforce and create a culture of learning and respect across the department

We all have a role to play in implementing this plan. By working together, we will ensure that everyone in Los Angeles County has the opportunities, resources, and protections in their communities and beyond that support optimal health and well-being.

Sincerely,

A handwritten signature in black ink that reads "Barbara Ferrer".

Dr. Barbara Ferrer, Director  
LOS ANGELES COUNTY DEPARTMENT OF PUBLIC HEALTH

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<sup>1</sup> County Health Rankings & Roadmaps. "Our Approach." <http://www.countyhealthrankings.org/our-approach>. Accessed 11/14/2017.

## Revisions to this Plan - June 2019

This plan is a “living” document. As DPH responds to new priorities, we alter our Strategic Plan approaches and modify the completion dates for objectives and strategies. Updated completion dates for strategies and objectives are listed in this revised Strategic Plan, denoted with an asterisk (\*) next to the date. We have also made revisions to DPH program names to reflect recent changes.

## Introduction and Purpose

The Los Angeles County Department of Public Health Strategic Plan for 2018 to 2023 presents a blueprint for organizational advancement that will accelerate the Department’s impact on building optimal and equitable health and well-being for the people of Los Angeles County. Based on a thorough self-examination, as well as suggestions and candid feedback from partners, the plan identifies key improvements to strengthen our ability to achieve the community conditions necessary to realize health and equity.

We know that social factors such as access to care and prevention services, safe communities, access to quality housing, education and jobs, and others - i.e., the social determinants of health - have an outsized impact on community members’ health and well-being. For too long, many people of color and those living in or near poverty in Los Angeles County have suffered from systemic disadvantages, such as unequal access to healthy foods, green spaces, and quality educational opportunities, and disproportionate involvement with our criminal justice system, resulting in poorer health outcomes. To make meaningful and just improvements in population health and achieve racial, social and economic justice, we must work with our community partners to eliminate the institutional and environmental barriers that have impeded the path to wellness, and build communities that foster health for everyone.

## About the Plan’s Five Strategic Priorities

This plan puts in place critical measures to advance the Department’s capacity to narrow these longstanding inequities. First, community health improvement efforts must start with a foundation of accurate, timely and actionable data on health and factors influencing health in the many communities of LA County, and the best available scientific information to inform decisions on how to most effectively improve community health and achieve health equity. Thus, one strategic priority focuses on **Data Accessibility, Science Excellence, and Innovation**. Second, understanding that the Department is but one player working to improve public health, the Department has a responsibility to make health information more easily accessible to community members and stakeholders to facilitate their work in their own community; accordingly, forging **Communication Channels that Inform, Educate, and Empower Los Angeles County Residents** will be critical. Third, the Department can directly influence some social determinants, such as access to high-quality, integrated health and mental health services, through **Health Agency Integration that Fosters Healthy People and Healthy Environments**. We can achieve community conditions that foster good health for all through nurturing cross-sector partnerships to promote policies that lead to equitable health outcomes, and prioritizing the importance of community voices to deepen our understanding of the causes of health inequities.

This priority focuses on **Policy and Institutional Change to Ensure Equitable and Just Distribution of Resources and Opportunities**. Finally, the key to success in all these areas is an empowered, motivated and skilled Department workforce, which is why our final strategic priority will make **Investments in Our Staff**. The achievable set of goals, objectives and strategies in this plan will sharpen our skills, abilities and infrastructure in these five areas, and will augment our effectiveness in meaningfully impacting population health.

### **Aligning Our Strategic Plan with County, Health Agency and DPH Priorities**

In crafting our new Strategic Plan, DPH considered the priorities of the Health Agency and the County of Los Angeles. By design, the plan reflects and aligns with the County's strategic goals, including supporting community wellness, driving economic development, and fostering environmental sustainability. The plan will advance Health Agency priorities by improving data systems to better coordinate consumer services across departments; improving DPH's ability to work across sectors to address social determinants of health; making upstream policy recommendations; and strengthening workforce capabilities. Improvements set out in this Strategic Plan also parallel the priorities set forth in DPH's Quality Improvement and Workforce Development Plans.

The Strategic Plan is a key tool in our efforts to narrow health inequities in collaboration with partners across sectors and will facilitate DPH's Community Health Assessment (CHA) and the Community Health Improvement Plan (CHIP). The CHA lays out the stark inequities across our diverse population in LA County, and the CHIP proposes bold strategies that multiple stakeholders in the County can employ to reduce these inequities. The Strategic Plan envisions critical institutional advancements that deepen DPH's ability to produce community health data for our CHA and achieve the health outcomes we seek in our CHIP, and in our departmental programs.

## Vision, Mission, Values

### Vision

Healthy People in Healthy Communities

### Mission

To protect health, prevent disease and injury, and promote health and well-being for everyone in Los Angeles County

### Values

- *Leadership*: We are recognized throughout the field for our innovative and effective approach to public health.
- *Service Excellence*: We provide exceptional service with professionalism and respect.
- *Quality*: We utilize state-of-the-art science, evidence-based best practices, and performance monitoring to maintain and improve program efficiency and efficacy.
- *Collaboration*: We develop, nurture, and leverage key partnerships.
- *Accountability*: We act with transparency and integrity as responsible stewards of public funds.
- *Diversity*: We respect people of all cultures, communities, ethnicities, and perspectives.
- *Professionalism*: We maintain a well-trained, high-performing workforce.
- *Compassion*: We treat each other and those we serve with kindness and empathy.

## The Planning Process

DPH undertook a comprehensive planning process that involved engaging department staff at all levels ranging from leadership to line staff; interviewing community partners and public health experts; and reviewing public health literature and other health department strategic plans. Our executive leadership offered preliminary strategic priorities and suggested areas for improvement and innovation. Staff at all levels gave input by Bureau, and each Bureau's leadership chose how their staff would provide suggestions: approximately 150 Health Promotion Bureau staff participated in two facilitated, "town hall" style meetings where they rotated through stations corresponding to the different strategic priorities and offered ideas in small groups; the Health Protection Bureau and the Bureau of Disease Control conducted presentations and surveys with their staff to identify potential innovations and improvements, and then participated in facilitated meetings to discuss the ideas that emerged; and the Operations Support Bureau surveyed their staff via their internal teams, and summarized their staff's input. This process allowed hundreds of DPH staff to contribute. Once all input was gathered, a comprehensive set of ideas was presented at a Program Directors' meeting, where directors discussed them and voted on the improvement strategies they thought would best increase DPH's effectiveness.

To turn the ideas into goals, objectives, and strategies, workgroups were formed for each strategic priority area, consisting of three to five representatives from each Bureau with expertise in that strategic priority. The workgroups met four times, and began by reviewing the information collected. Once they had discussed the ideas generated from staff, they prioritized them and narrowed the list according to feasibility and impact, considered what if anything was missing, and grouped ideas into content areas. As goals emerged from the content areas, the groups crafted measurable objectives and strategies to achieve each goal. Staff from the Office of Planning and Quality Improvement & Accreditation Program reviewed goals, objectives and strategies in the five strategic priorities for overlap and merged some areas that had similar strategy ideas. To create a final draft of recommended goals, objectives and strategies to be presented to Department executive leadership, the Office of Planning collaborated with department "leads" for each strategy. The leads were selected based on their area of expertise to fine-tune the language and ensure that the goals, objectives and strategies are feasible, relevant, and likely to have the desired impact.

## Strategic Priority I: Policy and Institutional Change to Ensure Equitable and Just Distribution of Resources and Opportunities

### What We Intend to Accomplish

DPH recognizes the tremendous power of policy and systems change to affect community well-being, racial equity and the social determinants of health. As the Department moves towards broader involvement in the policy arena, we are aware that “policies” and “systems” take many forms, including city and county ordinances, state legislation, Health Officer orders, government procedures, regulations, and budgetary decisions.

Beyond the critical policy work that DPH programs currently conduct, this plan sets the course for DPH to deepen our involvement in local and state policy, alongside community partners.

By working closely with community partners, we can identify and prioritize local and state policies and systems changes, as well as changes to DPH that may be needed to further operationalize our commitment to racial, social and economic equity. Once we have selected priority policies and systems changes, we will build the collective capacity of DPH staff and our partners to achieve policy change, via trainings and other opportunities. Ultimately, these steps will position DPH to work jointly with the Board of Supervisors and our partners to effectively carry out policy change efforts. This might involve developing new local or state legislation, commenting on pending bills and ordinances, or providing input on the implementation of policies already adopted, to ensure that all policies maximize the benefit to public health.

*Note: Dates that are followed by an asterisk (\*) reflect a modification to the original date.*

### Goal 1: Collaborate with Community Partners to Support Policies that Achieve Racial Equity, and Social and Economic Justice

**Objective 1.1:** By December 31, 2020, collaborate with community partners to identify priority DPH-wide, local, and state policy and systems changes that promote equity.

#### Strategies

- 1.1. a: By March 31, 2018, launch the Center for Health Equity to serve Health Agency efforts that build health equity across the County by addressing the root causes of disparate health outcomes; and convene five listening sessions across the County to gather input about the goals of the Center from residents and community organizations.  
Lead: Center for Health Equity
- 1.1. b: By March 31, 2020\*, and annually thereafter, employ a new policy planning approach that convenes community partners and DPH staff with policy expertise to identify proposed DPH annual high-priority local and state policy opportunities.  
Lead: Government Affairs; Office of Planning



- 1.1. c: By December 31, 2020, collaborate with community partners to identify priority policies and/or systems changes for inclusion in the next Community Health Improvement Plan.

Lead: Office of Planning

## Goal 2: Transform Departmental Capacity, Culture, and Practice to Promote Health Equity

**Objective 2.1:** By June 30, 2023, implement at least three new or modified administrative practices and three new or modified DPH programmatic activities to achieve racial equity.

### Strategies

- 2.1. a: By June 30, 2018, conduct at least one department-wide event to raise employee awareness about implicit bias; and ensure all department employees complete implicit bias and cultural competency training.

Note: Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

Lead: Center for Health Equity

- 2.1. b: By June 30, 2018, develop a framework for assessing departmental policies using an equity and “just culture” frame (see Goal 11), and initiate a process for reviewing and proposing revisions to existing policies to ensure alignment with the framework.

Lead: Chief of Staff

- 2.1. c: By December 31, 2019, revise policies and procedures to ensure that internal structures and practices support equal opportunity for all DPH staff.

Lead: Chief Deputy Director

- 2.1. d: By September 30, 2019\*, develop a race equity team of champions from across the Health Agency dedicated to racial equity learning, planning and practice: for example, creating safe spaces to discuss current racial justice issues and health inequalities, establishing common language and collective understanding.

Lead: Chief of Staff; Center for Health Equity

- ~~2.1. e: By March 30, 2020, secure DPH leadership approval and initiate implementation of a Race Equity Action Plan that integrates direction from community partners for new and/or modified administrative practices and DPH programmatic activities to achieve racial equity.~~

~~Lead: Chief of Staff; Center for Health Equity~~

*Note: Race equity is a priority that has been incorporated into the Center for Health Equity’s action plan. Therefore, strategy 2.1.e has been integrated into Strategy 5.1.a and is no longer a stand-alone strategy.*

**Objective 2.2:** By June 30, 2022, implement a minimum of four new capacity building strategies for DPH staff and community partners to achieve policy and systems change.

**Strategies**

- ~~2.2.~~ a: Each year, provide capacity building opportunities, as needed, for DPH staff and collaborating partners pursuing DPH's annual high-priority policies.  
Lead: Office of Planning; Government Affairs; DPH Programs  
leading policy efforts
- 2.2. b: By July 31, 2018, develop and offer a training for local health care providers to support DPH's policy priorities by serving as advocates for public health policies at the local and state level.  
Lead: Medical Affairs Program
- 2.2. c: By December 31, 2018, develop and offer a training course for DPH staff to build and/or deepen their skills to engage in public health policy change efforts.  
Lead: Government Affairs
- 2.2. d: By June 30, 2019, develop and offer a revised training course for DPH staff and their community partners to learn essential skills for leading multi-stakeholder collaborations.  
Lead: Organizational Development and Training; Office of Planning

**Goal 3: Work Jointly with Partners to Support Bold Local and State Policies that Accelerate Equity and Justice in Our Communities**

**Objective 3.1:** Each year, collaborate with partners on policy teams to actively advance a minimum of two high priority policies on DPH's annual list and/or in the CHIP.

**Strategies**

- 3.1. a: Each year, use data-driven tools to support the policy change work led by DPH policy teams and/or CHIP collaborations, including participatory action research, health impact assessment (HIA), systems modeling, economic analysis, policy evaluation, and DPH publications/reports on relevant topics.  
Lead: Center for Health Impact Evaluation; Office of Health Assessment and Epidemiology
- 3.1. b: Each year, develop communication tools as needed (for example, press releases, social media, etc.) to support the efforts of major DPH policy initiatives.  
Lead: Office of Communications

3.1.c: By July 31, 2020\*, and annually thereafter, form “policy teams” of DPH staff from multiple programs to collaborate with partners to advance DPH’s annual prioritized local and state policy opportunities.

Lead: Government Affairs, with strong support from DPH Programs

3.1.d: By June 30, 2019\*, strengthen coordination within DPH by enhancing centralized mechanisms that track and disseminate information on DPH’s policy-related activities.

Lead: Government Affairs

3.1.e: By June 30, 2023, participate in at least three multi-stakeholder collaborations to achieve priority CHIP strategies.

Lead: DPH program (depending on CHIP strategy selected); Office of Planning

## Strategic Priority II: Health Agency Integration that Fosters Healthy People and Healthy Environments

### What We Intend to Accomplish

The Los Angeles County Health Agency brings together three Los Angeles County health departments – the Departments of Health Services, Mental Health, and Public Health. The vision of the Health Agency is to provide integrated and enhanced services to Los Angeles County residents.

Aligning efforts across our sister departments is a top priority. A critical step to streamlining access to care and enhancing customer experience will entail putting referral mechanisms in place for patients who need services from more than one department or specialty area. To expand access to care beyond Health Agency programs, DPH will work with external partners to create a network of community resources, such as housing options and substance use treatment.

### Goal 4: Forge Robust Partnerships among Health Agency Departments and Staff

**Objective 4.1:** By June 30, 2020, connect Health Agency patients to the services they need by creating a mechanism for the three Health Agency Departments to refer patients: to community resources for chronic disease management and other supportive services; and from the Department of Public Health to the Department of Health Services for permanent medical homes.

#### Strategies

- 4.1.a: By March, 2018, all DPH clinic sites will use the same Electronic Health Record system as the Department of Health Services (referred to as ORCHID - Online Real-time Centralized Health Information Database).  
Lead: Community and Field Services
- 4.1. b: By June 30, 2019, create or strengthen quality referral and coordination mechanisms for connecting Health Agency patients to community-based chronic disease management and prevention services.  
Lead: Chronic Disease and Injury Prevention
- 4.1. c: By June 30, 2019, pursue the possibility of expanding the use of the Department of Health Services' (DHS) Nurse Referral Form, to refer patients in any DPH clinic or those working with Public Health Nurses in a community setting, to DHS for a permanent medical home.  
Lead: Community and Field Services

**Objective 4.2:** By June 30, 2022, identify and address at least three gaps or needed improvements in services for the target populations served by the Whole Person Care initiative.

Note: Whole Person Care is a Health Agency initiative that provides comprehensive and coordinated services to the sickest and most marginalized people in LA County, including individuals who are homeless, justice-involved, or have serious mental illness, severe and/or persistent substance use disorder or medical issues.

**Strategies**

42 a: By July 31 (SPA 3, 4, 7, 8)\* and December 31, 2018 (SPA 1, 2, 5, 6),\* to allow for regional variation, coordinate monthly community engagement meetings at each Service Planning Area (SPA) Whole Person Care Regional Coordinating Center to identify and address gaps in the services provided to key target populations as part of the Whole Person Care program.

Lead: Community and Field Services Regional Health Officers

**Goal 5: Conduct Initiatives with Health Agency Departments to Achieve the Goals of the Center for Health Equity**

**Objective 5.1:** By December 30, 2018, at least two action plans will be developed and implemented collaboratively across the Health Agency.

**Strategies**

51 a: By December 30, 2018, collaborate with community partners and Health Agency staff to develop at least two action plans for the Health Agency, one of which is a Race Equity Action Plan, that advance health equity.\*

Note: Strategy 5.1.a was revised to merge with strategy 2.1.e.

(Original strategy: By December 31, 2018, collaborate with community partners and Health Agency staff to develop at least two action plans for the Health Agency that advance health equity.)

Lead: Center for Health Equity

**Objective 5.2:** By June 30, 2018, support Health Neighborhood coalitions in 11 communities.

**Strategies**

52 a: By June 30, 2018, at least two DPH staff persons will attend each of the 11 Health Neighborhood Coalitions and contribute to coalition efforts as needed.

Lead: Chief Deputy Director; Community and Field Services

## Strategic Priority III: Data Accessibility, Science Excellence, and Innovation

### What We Intend to Accomplish

Data and science are the cornerstone on which public health is built. To keep pace with and take advantage of technology advances while expanding our ability to rapidly address an evolving health landscape, DPH will refine and improve the way we gather, use, and communicate data and scientific information.

To streamline DPH's response to communicable disease, we will integrate surveillance data and case management systems, housing all the information needed to manage communicable disease in one data system. Because residents and a wide variety of community partners look to the Department for accurate and timely health information, DPH must harness new communication technologies and channels to reach audiences with messages that are easily understood, useful and relevant.

### Goal 6: Augment the Quality, Breadth, Timeliness, and Utility of Surveillance Data

**Objective 6.1:** By December 31, 2022, implement an integrated communicable disease reporting, investigation, surveillance, and case management system.

#### Strategies

61. a: By December 31, 2021\*, make modifications to the Visual Confidential Morbidity Reporting (vCMR) System to become the integrated reporting, investigation, and surveillance (IRIS) system that includes sexually transmitted disease, tuberculosis, and other communicable disease reporting.  
Lead: Nursing Administration
61. b: By December 31, 2022\*, enable data exchange between the integrated reporting, investigation, and surveillance system and the California Department of Public Health's California Reportable Disease Information Exchange (CalREDIE) disease reporting and surveillance system.  
Lead: Nursing Administration
61. c: By December 31, 2022\*, incorporate case management functionality into the integrated reporting, investigation, and surveillance system that allows DPH staff to document and track all case follow-up activities and communications.  
Lead: Nursing Administration

**Objective 6.2:** By December 31, 2020, utilize data from one or more healthcare systems to produce at least three analyses or reports with recommendations for lowering disease rates and reducing health inequities.

**Strategies**

62. a: By June 30, 2019\*, establish partnerships with one or more large healthcare systems to share priority data that will augment surveillance data on communicable disease, chronic disease, injury and violence, and other priority health outcomes and health determinants, including social determinants of health.

Lead: Office of Health Assessment and Epidemiology

**Goal 7: Strengthen the Department’s Collection and Dissemination of Information that Connects Determinants of Health with Health Outcomes**

**Objective 7.1:** By December 31, 2022, produce at least ten products (publications, presentations, etc.) using infographics, videos and/or storytelling to bring data to life by connecting it to community members’ experiences.

**Strategies**

71. a: By December 31, 2018, provide technical support to DPH programs to ensure that publications and presentations utilize new techniques of presenting data, for example personal vignettes, storytelling, and infographics; and connect the social determinants of health to health outcomes.

Lead: Office of Communications; Office of Health Assessment and Epidemiology

71. b: By June 30, 2019\*, develop a plan to improve the quality, collection, and dissemination of social determinants of health and racial equity data.

Lead: Office of Health Assessment and Epidemiology

**Objective 7.2:** By June 30, 2018, create neighborhood reports for 50 communities that will comprise a key component of the next Community Health Assessment (CHA).

**Strategies**

72. a: By June 30, 2018, develop community profiles for 50 cities in the county that include information about the social determinants of relevant health outcomes.

Lead: Chief Science Officer; Office of Health Assessment and Epidemiology

**Objective 7.3:** By December 31, 2020, expand the public's access to user-friendly health data by making improvements to the ThinkHealthLA website (www.thinkhealthla.org), which will result in increased volume of activity from 450 average users per month to 1500 average users per month.

**Strategies**

- 7.3.a: By March 31, 2019\*, add key data from DPH to the ThinkHealthLA.org website to make DPH data more accessible to the public.  
Lead: Office of Planning; Chief Science Officer
- 7.3.b: By December 31, 2019, offer tools on ThinkHealthLA.org that allow for easier display of information and creation of user-friendly reports.  
Lead: Office of Planning
- 7.3.c: By December 31, 2020, increase promotion of the ThinkHealthLA.org website to external partners and the general public.  
Lead: Office of Planning

**Goal 8: Evaluate DPH Program Activities to Assess Impact and Increase Transparency**

**Objective 8.1:** By December 2023, increase by 10% the proportion of large-scale DPH interventions that have been evaluated (baseline to be established).

**Strategies**

- 8.1.a: By December 31, 2019\*, where appropriate, include a provision in DPH contracts that requires contractors to conduct baseline and follow-up measurement to evaluate the impact of program services and public health policy changes.  
Lead: Contracts and Grants; Chief Science Officer
- 8.1.b: By December 2019, establish partnerships with local universities to provide support on evaluation methods.  
Lead: Chief Science Officer
- 8.1.c: By July 31, 2019\*, encourage grant funded programs in DPH to allocate 5-10% of their budget for evaluation, contingent on approval by the funding organization.  
Lead: Chief Science Officer; Finance
- 8.1.d: By June 2019, establish an in-house group of evaluation specialists to lend technical assistance in evaluating large scale DPH interventions, including policy change initiatives.  
Lead: Chief Science Officer; Office of Health Assessment and Epidemiology



## Strategic Priority IV: Communication Channels that Inform, Educate, and Empower Los Angeles County Residents

### What We Intend to Accomplish

In any organization, but especially a large one like DPH, strong communication is vital to keeping staff informed about each other's work, and ensuring that critical information reaches staff at all levels and in all locations. Further, how DPH communicates with the public is key to successfully sharing salient information that can be used to protect and promote individual health and health equity in communities. The enhancements that DPH will make internally, and when communicating with the public, capitalize on advances in technology and social media trends.

### Goal 9: Revitalize and Modernize DPH's Public Communication Channels and Messaging, Including a Mix of "Bottom-up" Process and Feedback Loops

**Objective 9.1:** By June 30, 2022, increase DPH's capacity to raise Los Angeles County residents' awareness about community-wide health threats and promote practices for building equitable communities, by implementing at least three new communication strategies.

#### Strategies

- 9.1.a: By August 30, 2019\*, develop an approach and process to rapidly and systematically disseminate health information directly with Los Angeles County residents and other stakeholders.  
Lead: Community and Field Services; Emergency Preparedness and Response Division
- 9.1.b: By May 31, 2019\*, ensure every Bureau has a tool kit with accessible information for residents about their programs, services, and ways to get involved; program materials should identify and convey specific health equity objectives.  
Lead: Office of Communications; Bureau Directors
- 9.1.c: By July 30, 2019\*, develop a mechanism to request translation of key documents and to produce translated documents.  
Lead: Health Education Administration
- 9.1.d: By December 31, 2020, create a platform for collecting and sharing information from community members and partners regarding health-related concerns and community health issues.  
Lead: Public Health Information Systems; Office of Communications

## Goal 10: Expand Internal Communication and Coordination within DPH

**Objective 10.1:** By December 31, 2022\*, at least 80% of DPH Staff Satisfaction Survey respondents will agree or strongly agree that the management team at their work location effectively communicates new policies, updates and changes within DPH (baseline is 56%).

### Strategies

10.1. a: By June 30, 2018, within each Bureau, ensure use of regularly scheduled communication methods to disseminate and review information; for example, standing Bureau staff meetings, Division and Program Directors' meetings, and/or regular Bureau Director visits to programs.

Lead: Bureau Directors

10.1. b: By June 30, 2018, implement at least two strategies for staff to provide suggestions to Bureau management; for example, a suggestion box in each Bureau, and a mechanism within each Bureau for Bureau management to report back to staff on the status of suggestions.

Lead: Bureau Directors

10.1. c: By December 31, 2020\*, redesign the intranet by implementing a new web platform that is more accessible, and ensure that all DPH Programs regularly update their information.

Lead: Public Health Information Systems; Office of Communications;  
Bureau Directors

**Objective 10.2:** By December 31, 2018, in order to strengthen coordination among DPH programs, at least 90% of programs that conduct community-based activities will enter information about community-based projects into an internal database (baseline to be established).

### Strategies

10.2. a: By June 30, 2019\*, develop and disseminate instructions for DPH programs to enter content into a shared internal database (SmartSheet) on a regular basis to strengthen internal knowledge of programmatic activities and foster coordination among DPH programs.

Lead: Office of Planning

## Strategic Priority V: Investments in Our Staff

### What We Intend to Accomplish

DPH conducted a Department-wide staff satisfaction survey in 2016 to understand employees' priorities relating to their work environment, advancement, and professional development. The survey gives DPH staff a crucial role in identifying how individuals, teams, and DPH as an organization can better function in order to achieve our public health mission.

Rather than create a separate action plan to capture the solutions proposed through the staff satisfaction survey, this section of DPH's Strategic plan serves that role. Additional ideas that were generated by staff in town hall meetings, workgroups, and surveys to shape the Strategic Plan are woven into the goals, objectives and strategies below.

The new approaches that DPH will institutionalize over the next five years aim to strengthen workplace safety and supervisor-employee relationships, boost professional development opportunities, and expand our internal efficiency, as we strive to make the Department the public health employer of choice.

### Goal 11: Fully Integrate “Just Culture” and Create a Work Environment Valuing Safety and Physical & Emotional Wellness

**Objective 11.1:** By June 30, 2023, achieve department-wide success resulting from DPH's Just Culture initiative by increasing by 20% the number of DPH staff who agree or strongly agree that they can speak up about errors and mistakes without fear of retaliation (baseline to be established).

#### Strategies

- 11.1 a: By June 30, 2018, develop and implement a DPH Just Culture policy and department-wide mandatory training program to apply Just Culture principles in DPH's work environment.

Note: The Health Agency is leading an agency-wide initiative to promote a Just Culture, defined as “shared attitudes, values and practices that stand for and foster dignity, trust, fairness, and kindness.”

Lead: Organizational Development and Training

**Objective 11.2:** By June 30, 2022, increase by 15% the number of DPH staff who agree or strongly agree that they benefit from DPH's Employee Wellness program (baseline to be established).

#### Strategies

- 11.2 a: By May 31, 2019\*, develop new or modify existing DPH policies and practices to create an environment accommodating parental needs, including but not limited to expanded access to lactation rooms.

Lead: Maternal, Child and Adolescent Health Programs

- 11.2. b: By December 31, 2019\*, develop a comprehensive DPH Employee Wellness Program plan that provides opportunities for staff to improve their physical and mental wellbeing.

Lead: Organizational Development and Training

**Objective 11.3:** By December 31, 2022\*, at least 80% of DPH Staff Satisfaction Survey respondents will report that they agree or strongly agree that they work in a safe environment (baseline is 68%).

**Strategies**

- 11.3. a: By June 30, 2020 (DPH-owned facilities) and June 30, 2021 (DPH-leased facilities), conduct assessments at DPH staff worksites and make necessary safety and security improvements.

Lead: Risk Management

**Goal 12: Bolster Recruitment and Retention of Employees to Attract and Maintain a Talented and Diverse Workforce**

**Objective 12.1:** By December 31, 2019\*, institutionalize improvements in our hiring process to effect a 15% reduction in hiring time for new County employees, and implement a minimum of three new retention strategies to encourage quality staff to remain at DPH (baseline to be established).

**Strategies**

- 12.1. a: In order to hire new staff for the most critical job openings throughout the Department, every three months, prioritize which job examinations the Bureaus would like DPH Human Resources to open.

Lead: DPH Director; Bureau Directors

- 12.1. b: To assist Bureaus with hiring, create a Human Resources dashboard that:  
1) By June 30, 2018, announces current open exams and eligibility hiring lists as well as target dates for upcoming examinations and release dates for eligibility lists; and 2) By June 30, 2019, analyzes key hiring data for each Bureau including racial/ethnic data on new hires and promotions, the vacancy rate, the average number of days that positions have been vacant, and the length of time to complete Personnel Action Requests (PAR) for new hires and internal transfers.

Lead: Human Resources

- 12.1.c: By December 31, 2019\*, expand the existing on-boarding practices throughout DPH to deepen the welcoming environment for new staff and standardize the off-boarding process to learn from departing employees.

Lead: Human Resources

12.1.d: By June 30, 2019, create a family-friendly workplace and an expanded set of employment options, by pursuing the possibility of allowing job sharing (one job and benefits split between two half-time employees) and part-time jobs (with prorated benefits).

Lead: Human Resources

12.1.e: By June 30, 2019, in order to increase staff retention, strategize with internal and external partners how DPH could provide financial compensation to employees who obtain academic degrees, advanced educational training, and/or certifications that are relevant, but not required, for their current job description.

Lead: Human Resources; Organizational Development and Training

### **Goal 13: Spur Career Growth by Offering Innovative Leadership and Professional Development Opportunities**

**Objective 13.1:** By December 31, 2022\*, at least 55% of the DPH Staff Satisfaction Survey respondents will report that they have career advancement opportunities within DPH (baseline is 50%).

#### **Strategies**

13.1.a: By December 31, 2018, develop a comprehensive program (a DPH "University") that will promote continuous learning for professional growth and development.

Lead: Organizational Development and Training

### **Goal 14: Drive Workforce Efficiency by Modernizing and Streamlining Administrative Processes**

**Objective 14.1:** By June 30, 2022, implement at least three new or modified administrative practices to achieve a higher level of efficiency.

#### **Strategies**

14.1.a: By June 30, 2021\*, increase use of modern technology in everyday business practices; for example, expanded use of videoconferencing/web-based conferencing and electronic forms.

Lead: Public Health Information Systems

14.1.b: By June 30, 2022, to facilitate and accelerate purchasing, hiring, budgeting, contracting, and various other administrative functions that DPH programs carry out, develop and disseminate to all DPH program staff, procedural manuals that detail the correct processes to follow.

Lead: Materials Management; Human Resources; Finance; Contracts and Grants

## Implementation and Evaluation

The Strategic Plan is meant to be a document that sets a course for the future, but too frequently plans such as this one can get lost in the day-to-day challenges that public health departments face. We felt it was essential to develop measurable objectives and time-bound strategies in order to hold ourselves accountable for achieving specific results. To ensure the plan remains relevant, dynamic, and responsive to Department needs, DPH will coordinate a systematic implementation and evaluation framework. This plan allots six years for implementation of the strategies; the sixth year will also be used to evaluate progress and develop the next plan. Staff leads for the strategies will recruit a team of internal colleagues, as needed, to collaboratively develop yearly action plans, carry out the strategies, collect data to measure achievements, and report on progress annually. A mid-term review will be held after completion of the plan's first two years, to examine progress towards goals, identify barriers, consider mid-course adjustments due to changes in priorities, resources, or opportunities, and plan for the remaining implementation years. A final report will outline DPH achievements due to the Strategic Plan, challenges and barriers encountered, and lessons learned, to inform the development of DPH's 2024 Strategic Plan.



## Acknowledgments

### Key Informant Interviews

Many thanks to the following public health and community leaders who offered candid feedback to DPH and shared big picture ideas for spurring innovation and health equity in Los Angeles County.

**Heidi M. Bauer, MD, MS, MPH**, Chief, STD Control Branch, California Department of Public Health  
**Georges Benjamin, MD**, Executive Director, American Public Health Association  
**Patrick Burns**, Senior Researcher, Economic Roundtable  
**Kelly Colopy, MPP**, Director, Long Beach Department of Health & Human Services  
**Muntu Davis, MD, MPH**, Public Health Director and County Health Officer, Alameda County Public Health Department  
**Daniel Flaming, PhD**, President, Economic Roundtable  
**Patty Hayes, RN, MN**, Director of Public Health, Public Health - Seattle & King County, Washington  
**Nancy Halpern Ibrahim, MPH**, Executive Director, Esperanza Community Housing: Community Prevention & Population Health Task Force  
**Michael Johnson, MPA**, Director, Pasadena Public Health Department  
**Lauren Nakano**, Blue Zones Project Director, Beach Cities Health District; Community Prevention & Population Health Task Force  
**Luis Pardo**, Executive Director, Worksite Wellness LA; Community Prevention & Population Health Task Force  
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**Marguerite Ro, DrPH**, Chief, Public Health Assessment, Planning, Development and Evaluation, Public Health - Seattle & King County, Washington  
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**Rosemary C. Veniegas, PhD**, Senior Program Officer, Health, California Community Foundation  
**Dennis Worsham**, Prevention Division Director, Public Health - Seattle & King County, Washington

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### DPH Executive Workgroup Members (Strategic Plan Steering Committee)

Deborah Allen	Tony Kuo
Frank Alvarez	Selra Kurian
Linda Aragon	Anna Long
Noel Bazini- Barakat	Cristin Mondy
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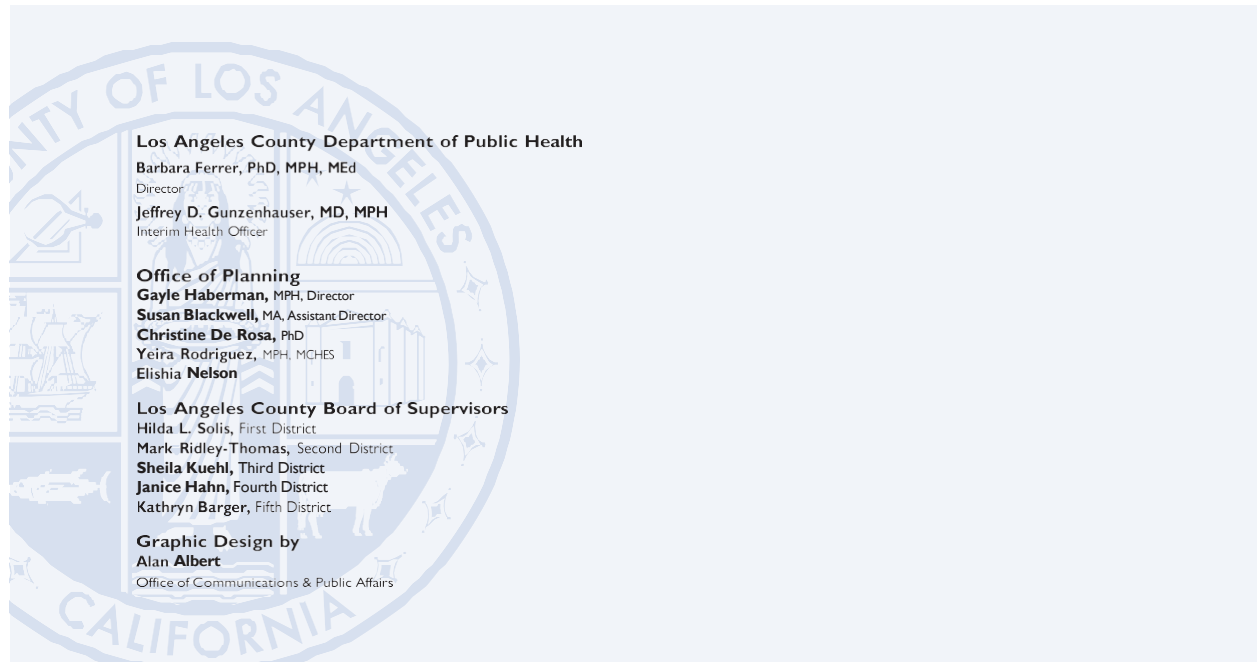
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## A Brief Guide to County-Related Bodies Addressing Children’s Issues in Los Angeles County

*Los Angeles County encompasses over 4,000 square miles, includes 88 incorporated cities, and is home to over 10 million people. The Los Angeles County Office of Education reports that 90 different languages are spoken by students enrolled in the 80 K-12 school districts within the County. Families living in Los Angeles County cover the spectrum from the wealthiest and the poorest in the country.*

*The size, density and diversity of the County tend to complicate how services are developed and accessed by families. As a result, a number of County-related committees and commissions have evolved to address both service specific and service integration issues. The following information offers the reader a very brief description of groups that are currently working on children’s issues.*

### Child Care Planning Committee (Planning Committee)

**Enabling Authority:** State legislation AB 2141 (Chapter 1187, Approved July 9, 1991), adopted in 1991 and AB 1542 (Chapter 290, Approved August 11, 1997) adopted in 1997.

**Established:** June 1991

**Membership:** Per the California Education Code Section, the 50 members are appointed by the Board of Supervisors and the County Superintendent of Schools, and represent five categories: child care consumers; child care providers; community representatives; public agency representatives; and discretionary. Each category accounts for 20 percent of the membership.

**Focus:** The Planning Committee implements the mandates described in the California Education Code. As of July 2021, the Planning Committee will work closely with the California Departments of Social Services and Education on issues related to early care and education services funded by the State. Mandates include:

- Conduct a countywide needs assessment every five years, addressing early care and education services for children birth through 12 years of age;
- Develop a countywide plan to meet identified needs; and
- Identify service gaps for subsidized early care and education services.

Website: [childcare.lacounty.gov](http://childcare.lacounty.gov)

### Commission for Children and Families

**Enabling Authority:** County Ordinance

**Established:** May 1984

**Membership:** The Commission consists of 15 persons, three appointed by each member of the Board of Supervisors. Members have knowledge and experience in the area of children’s services.

**Focus:** The Commission for Children and Families reviews all programs administered by County departments that provide services to children at risk, receives input from persons and community groups related to County administered services, and makes recommendations to the Board of Supervisors and County departments.

Website: <http://ccf.lacounty.gov>

### Education Coordinating Council (ECC)

**Enabling Authority:** Action of the Board of Supervisors

**Established:** November 2004

**Membership:** Twenty-four members drawn from school districts, County departments, juvenile court, city and County commissions, advocacy groups, community agencies, and youth and their caregivers.

**Focus:** To raise the educational achievement of foster and probation youth throughout Los Angeles County to equal that of other youth.

Website: [www.educationcoordinatingcouncil.org](http://www.educationcoordinatingcouncil.org)



### First 5 LA Commission

**Enabling Authority:** Proposition 10, which was approved by California voters in November 1998

**Established:** December 1998

**Membership:** Thirteen members are appointed by the Board of Supervisors, including the Directors of the Departments of Children and Family Services, Public Health and Mental Health, an expert on early childhood education, and five members, each nominated by a member of the Board of Supervisors. Ex officio members include representatives of the Commission for Children and Family Services, the Los Angeles County Office of Education, the Interagency Council on Child Abuse and Neglect, and the Policy Roundtable for Child Care and Development. The Chair of the Board of Supervisors or the Chair's appointee serves as the Commission Chair.

**Focus:** The First 5 LA Commission has embraced a more intensive approach by increasing its emphasis on systems change, collaboration and public policy. This transition supports the organization's goal of maximizing positive outcomes for children prenatal to age 5.

Web: [www.first5la.org](http://www.first5la.org)

### Inter-Agency Council on Child Abuse and Neglect (ICAN)

**Enabling Authority:** County Ordinance

**Established:** 1977

**Membership:** ICAN membership includes 32 County, City, State and Federal agency heads, five private members appointed by the Board of Supervisors, and a representative from UCLA.

**Focus:** ICAN is dedicated to improving the lives of abused, neglected, and at-risk children through multi-disciplinary efforts that support the identification, prevention, and treatment of child abuse and neglect. ICAN provides advocacy at the County, State and Federal levels.

Web: [www.ican4kids.org](http://www.ican4kids.org)

### Perinatal and Early Childhood Home Visitation Consortium

**Enabling Authority:** Launched by the Department of Public Health, Maternal, Child and Adolescent Health Programs and co-led in partnership with Los Angeles Best Babies Network

**Established:** Fall 2012

**Membership:** A network of approximately 50 perinatal and early childhood home visitation programs, maternal and child health organizations, advocacy groups, and stakeholders. Membership is open to organizations willing to sign on to the Charter and Strategic Plan to confirm their commitment to shared ownership and accomplishments in Consortium activities.

**Focus:** Supports Los Angeles County's home visitation programs by sharing training and educational resources, researching best practice standards, supporting enhanced referral systems between programs, conducting research and collecting data on home visiting outcomes, and advocating for systems and policies that recognize the tremendous value of home visitation services.

Web: <http://homevisitingla.org/>

### Policy Roundtable for Child Care and Development (Roundtable)

**Enabling Authority:** County Ordinance

**Established:** March 2000

**Membership:** The 25 members are appointed by the Board of Supervisors and represent a variety of backgrounds such as business, education, early childhood, research, and economics.

**Focus:** The Roundtable is charged with reviewing and developing policies that affect the supply, affordability and quality of local early care and education services for the purpose of advising the Board of Supervisors.

Web: <https://childcare.lacounty.gov/>

## Quality Start Los Angeles (QSLA)

**Established:2012**

**Membership:** QSLA is led by a consortium of key early childhood education agencies in Los Angeles County, including Los Angeles County Office of Education (LACOE), First 5 LA, Child360, Child Care Alliance of Los Angeles (CCALA), Partnerships for Education, Articulation and Coordination through Higher Education (PEACH) and Los Angeles County Office for the Advancement of Early Care and Education.

**Focus:** QSLA is a voluntary quality rating and improvement system (QRIS) designed to help parents of children birth to five choose the best early childhood education for their family. QSLA also supports centers and family child care providers with ongoing program enhancements.

**Contact:** Liz Guerra, Program Manager  
LACOE Head Start and Early Learning  
Telephone: (562) 922-8781  
E-mail: [Guerra\\_Liz@lacoed.edu](mailto:Guerra_Liz@lacoed.edu)  
Web: <http://qualitystartla.org/>

## Los Angeles County Employee Child Development Centers

### **K-Step Montessori:**

#### **Crossroads Montessori Child Care Center**

12900 Crossroads Parkway  
South City of Industry,  
CA 91746  
562.908.4413  
Quality Start Los Angeles Participant  
Age groups: Two months to six years old  
Hours of Operation: 6:45 a.m. – 6:45 p.m.  
[www.kstepmontessorichildcare.org](http://www.kstepmontessorichildcare.org)

#### **El Monte - Annex Child Care Center**

3400 Aerojet Avenue  
El Monte,  
CA 91731  
626.569.2641  
Quality Start Los Angeles Participant\*  
Age groups: Two months to five years old  
Hours of Operation: 7:00 a.m. – 7:00 p.m.  
[www.kstepmontessorichildcare.org](http://www.kstepmontessorichildcare.org)

#### **El Monte - Telstar Montessori Child Care Center**

9320 Telstar Avenue  
El Monte,  
CA 91731  
626.312-6389  
Quality Start Los Angeles Participant  
Age groups: Two months to nine years old  
Hours of Operation: 6:30 a.m. – 6:30 p.m.  
[www.kstepmontessorichildcare.org](http://www.kstepmontessorichildcare.org)

#### **Exposition Park Montessori Child Care Center**

1024 West 38<sup>th</sup> Street  
Los Angeles,  
CA 90037  
323.766.6100  
Quality Start Los Angeles Participant  
Age groups: Two months to five years old  
Hours of Operation: 6:30 a.m. – 6:00 p.m.  
[www.kstepmontessorichildcare.org](http://www.kstepmontessorichildcare.org)

#### **Vermont Montessori Child Care Center**

8300 S Vermont Ave,  
Los Angeles,  
CA 90044  
323.868.6170  
Age groups: Two months to five years old  
Hours of Operation: 6:00 a.m. – 6:00 p.m.  
[www.kstepmontessorichildcare.org](http://www.kstepmontessorichildcare.org)

### **Kindercare:**

#### **County Kids Place KinderCare**

2916 South Hope Street  
Los Angeles,  
CA 90001  
213.744.6241  
NAEYC accredited  
Quality Start Los Angeles Participant  
Age groups: Six weeks to six years old  
Hours of Operation: 6:30 a.m. – 6:00 p.m.  
[www.kindercare.com](http://www.kindercare.com)

#### **Harbor-UCLA KinderCare**

975 West Carson Street  
Torrance,  
CA 90509  
310.222.4274  
Quality Start Los Angeles Participant NAEYC  
accredited  
Age groups: Six weeks to six years old  
Hours of Operation: 6:30 a.m. – 6:00 p.m.  
[www.kindercare.com](http://www.kindercare.com)

#### **Rancho Los Amigo's Children's Center KinderCare**

7755 Golondrinas Ave  
Downey,  
CA 90242  
562.401.7981  
Age groups: Six weeks to six years old  
Hours of Operation: 6:30 a.m. – 6:00 p.m.  
[www.kindercare.com](http://www.kindercare.com)

**MLK Jr. Learning Center KinderCare**

12029 Wilmington Ave  
Los Angeles,  
CA 90059  
424.338.1980  
Ages: 6 weeks to 6 years  
Hours of Operation: 6:30 a.m. – 6:00 p.m.  
[www.kindercare.com](http://www.kindercare.com)

**Child Development Center, Olive View Medical Center**

14445 Olive View Dr  
Sylmar,  
CA 91342  
818.364.3444  
Ages: 6 weeks to 6 years  
Hours of Operation: 6:30 a.m. – 6:00 p.m.  
[www.kindercare.com](http://www.kindercare.com)

**CDCLA:**

**Discovery Time Children’s Center**

406 South Second Street  
Alhambra,  
CA 91801  
626.308.7450  
Quality Start Los Angeles Participant  
Age groups: Birth to five years old  
Hours of Operation: 6:30 a.m. – 6:00 p.m.  
[www.cdcla.org](http://www.cdcla.org)

**LAC+USC Children’s Center**

1401 North Mission Road  
Los Angeles,  
CA 90033  
323.226.2201  
NAEYC accredited  
Quality Start Los Angeles Participant  
Age groups: Birth to five years old  
Hours of Operation: 6:30 a.m. – 6:00 p.m.  
[www.cdcla.org](http://www.cdcla.org)

**Van Nuys Civic Child Development Center**

14350 Sylvan Street Van Nuys,  
CA 91401  
818.780.1922  
Quality Start Los Angeles Participant  
Age groups: Birth to five years old  
Hours of Operation: 6:30 a.m. – 6:00 p.m.  
[www.cdcla.org](http://www.cdcla.org)

**Fairplex:**

**Fairplex Child Development Center**

1101 West McKinley Avenue, Gate 1  
Pomona,  
CA 91768  
909.623.3899  
NAEYC accredited  
Quality Start Los Angeles Participant  
Age groups: Birth to five years old  
Hours of Operation: 6:30 a.m. – 6:00 p.m.  
<http://fairplex.com/tlcfairplex>



# **Section 4: Reference Materials**

## Reference Materials

Title	Subject	Location
<b>BASIC CHILD CARE PLANNING COMMITTEE (PLANNING COMMITTEE) MATERIALS</b>		
<i>Membership Manual</i>		
Membership Manual	Packet of materials comprised of background information on the Planning Committee, membership policies and procedures, current list of members and meeting schedule, work products (needs assessment, strategic plan), and public policy platform. In addition, includes information on the Office for the Advancement of Early Care and Education as well as items of interest pertaining to the functions of the County of Los Angeles.	<a href="https://childcare.lacounty.gov/planning-committee/">https://childcare.lacounty.gov/planning-committee/</a>
<i>General Membership and Meeting Resources</i>		
<i>Membership Roster</i>	List of all current members, affiliations and category of representation.	<a href="https://childcare.lacounty.gov/planning-committee/">https://childcare.lacounty.gov/planning-committee/</a>
<i>Meeting Schedule</i>	A list of meeting dates and locations (as they are determined).	
<b>OFFICE FOR THE ADVANCEMENT OF EARLY CARE AND EDUCATION AND PLANNING COMMITTEE PROGRAMS AND PROJECTS</b>		
<i>Workforce Pathways LA</i>	Funded by the California Department of Education and implemented in partnership with Quality Start Los Angeles (QSLA), focuses on workforce needs across all early learning and care setting types. Supports participants along the career lattice in three areas: licensing/health and safety; professional development, permits, and degrees; and workforce systems improvement.	Stipend Program: <a href="https://childcare.lacounty.gov/child-care-early-educators-stipend/">https://childcare.lacounty.gov/child-care-early-educators-stipend/</a>  Workforce Systems Improvement/Learning from Today, Preparing for Tomorrow: An ECE Professional Development Landscape Analysis: <a href="https://childcare.lacounty.gov/publications/">https://childcare.lacounty.gov/publications/</a>
<i>Request to Change Service Area Priorities</i>	Guidelines for requesting and reviewing requests from CDE/ Early Learning and Care Division (ELCD)-contracted agencies.	<a href="https://childcare.lacounty.gov/planning-committee/#1556031975116-fc4acc99-8be0">https://childcare.lacounty.gov/planning-committee/#1556031975116-fc4acc99-8be0</a>
<i>Voluntary, Temporary Transfer of Funds (VTTF)</i>	Description of process for transfer of funds among CDE/ELCD - contracted agencies and request forms.	<a href="https://childcare.lacounty.gov/planning-committee/#1556031975116-fc4acc99-8be0">https://childcare.lacounty.gov/planning-committee/#1556031975116-fc4acc99-8be0</a>

Title	Subject	Location
<b>RESOURCES FOR PARENTS AND COMMUNITIES</b>		
<i>Navigating Subsidized Early Care and Education Systems and Subsidy Programs</i>	Fact sheets and guidance in identifying family need, resources, eligibility, and required documentation for subsidized child care and development services.	<a href="https://childcare.lacounty.gov/resources-for-families-and-communities/">https://childcare.lacounty.gov/resources-for-families-and-communities/</a>
<i>For Pregnant and Parenting Teens</i>	Guide on child care and development resources for pregnant and parenting teens.	<a href="https://childcare.lacounty.gov/wp-content/uploads/2016/09/Pregnant_and_Parenting_Teens.pdf">https://childcare.lacounty.gov/wp-content/uploads/2016/09/Pregnant_and_Parenting_Teens.pdf</a>
<i>Children with Special Needs</i>	Targeted to parents and professionals, directories of resources relating to children at risk for or with disabilities and other special needs.	<a href="https://childcare.lacounty.gov/wp-content/uploads/2018/06/ChildrenSpecialNeeds-CCPCInclusionWorkGroup_30Sept15_Update_28June18.pdf">https://childcare.lacounty.gov/wp-content/uploads/2018/06/ChildrenSpecialNeeds-CCPCInclusionWorkGroup_30Sept15_Update_28June18.pdf</a>
<b>LEGAL AND CONTRACTUAL REQUIREMENTS</b>		
<i>Brown Act</i>	Introductory description and complete text of law regulating open public meetings.	<a href="https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?division=2.&amp;chapter=9.&amp;part=1.&amp;lawCode=GOV&amp;title=5">https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?division=2.&amp;chapter=9.&amp;part=1.&amp;lawCode=GOV&amp;title=5.</a>
<i>Robert's Rules of Order</i>	Provides common rules and procedures for deliberation and debate in order to place the whole membership on the same footing and speaking the same language.	<a href="http://www.robertsrules.org/">http://www.robertsrules.org/</a>
<i>Local Planning Council (LPC) Program Requirements</i>	A description of the basic functions and mandates for each local planning council.	<a href="http://www.cde.ca.gov/sp/cd/re/lpc.asp">http://www.cde.ca.gov/sp/cd/re/lpc.asp</a>
<b>PLANNING COMMITTEE REPORTS AND PUBLICATIONS</b>		
<i>A Unified Strategic Plan for Early Care and Education – 2020-2025</i>	Developed under the leadership of the Office for the Advancement of Early Care and Education and in partnership with the Policy Roundtable for Child Care and Development, contains four priority areas of focus for action: access, quality, workforce supports, and family and community engagement.	<a href="https://childcare.lacounty.gov/wp-content/uploads/2021/05/OAECE-Strategic-Plan_2020-2025.pdf">https://childcare.lacounty.gov/wp-content/uploads/2021/05/OAECE-Strategic-Plan_2020-2025.pdf</a>
<i>2017 Needs Assessment Executive Summary</i>	The report focuses on three essential components of the early care and education system: access, quality and workforce.	<a href="https://childcare.lacounty.gov/wp-content/uploads/2018/06/ECE-Needs-Assessment_Executive-Brief-03-30-2017.pdf">https://childcare.lacounty.gov/wp-content/uploads/2018/06/ECE-Needs-Assessment_Executive-Brief-03-30-2017.pdf</a>
<i>Los Angeles County 2017 Needs Assessment – Technical Report</i>		<a href="https://childcare.lacounty.gov/wp-content/uploads/2018/11/TechRptState201711July18.pdf">https://childcare.lacounty.gov/wp-content/uploads/2018/11/TechRptState201711July18.pdf</a>
<i>Needs Assessment 2016 Backup Data</i>	A listing a zip codes with priorities for funding for general center-based (all ages) and preschool programs (3 and 4-year old children).	<a href="https://childcare.lacounty.gov/publications/">https://childcare.lacounty.gov/publications/</a>

Title	Subject	Location
<b>PLANNING COMMITTEE REPORTS AND PUBLICATIONS - CONTINUED</b>		
LPC Local Funding Priorities – 2020-21	The priorities – organized by three age groups – infants and toddlers, preschoolers and school age children – are prepared annually and submitted to the CDE to inform funding allocations for subsidized early care and education as new money is made available in the annual state budget.	<a href="https://childcare.lacounty.gov/publications/">https://childcare.lacounty.gov/publications/</a>
Flow Chart – Public Investments for Early Care and Education	Flow chart indicating the sources and pathways for the flow of government funding supporting direct services and quality initiatives.	<a href="https://childcare.lacounty.gov/wp-content/uploads/2018/06/Matrix_PubliclyFundedECE_wCitations_29Aug17.pdf">https://childcare.lacounty.gov/wp-content/uploads/2018/06/Matrix_PubliclyFundedECE_wCitations_29Aug17.pdf</a>
<b>COUNTY OF LOS ANGELES INFORMATION AND RESOURCES</b>		
<i>Board of Supervisors</i>	Governing body of the County of Los Angeles, a charter county. Serves as the executive and legislative head of the largest and most complex county government in the entire United States. A civil service staff which performs the duties for the County departments and agencies serves the needs of the County's population of more than 10 million people	<a href="http://bos.lacounty.gov/">http://bos.lacounty.gov/</a>
<i>Supervisory Districts</i>	District maps, community listings, and contact information.	
<b>OTHER RESOURCES</b>		
<i>Child Care Alliance of Los Angeles</i>	Website with contact information, service areas and links to individual Child Care Resource and Referral Agency websites and information on training opportunities targeted to early care and education programs.	<a href="http://www.ccala.net">www.ccala.net</a>
<i>Quality Start Los Angeles (QSLA)</i>	A consortium of early childhood education agencies in Los Angeles County – Los Angeles County Office of Education, First 5 LA, Partnerships for Education, Articulation, and Coordination through Higher Education (PEACH), Child Care Alliance of Los Angeles, Child360, and the Los Angeles County Office for the Advancement of Early Care and Education – shaping and implementing the voluntary quality rating and	<a href="http://qualitystartla.org">http://qualitystartla.org</a>

Title	Subject	Location
<b>OTHER RESOURCES - CONTINUED</b>		
<i>Quality Start Los Angeles (QSLA)</i> <i>(Continued)</i>	improvement system (QRIS) designed to help parents of children birth to five years old choose the best early care and education program for their family and support centers and family child care homes with ongoing program enhancements.	<a href="http://qualitystartla.org">http://qualitystartla.org</a>
<i>OAECE Helpful Links and Resources</i>	Hosted by the Office for the Advancement of Early Care and Education, links to an array of resources on topics relevant to early care and education programs and the children and families they serve.	<a href="https://childcare.lacounty.gov/wp-content/uploads/2018/06/HelpfulLinksResources_1Aug16_Updated_28June18.pdf">https://childcare.lacounty.gov/wp-content/uploads/2018/06/HelpfulLinksResources_1Aug16_Updated_28June18.pdf</a>
<i>Department of Social Services, Community Care Licensing Division</i>	A list of offices and contact numbers; licensing guidelines, etc.	<a href="http://www.cdss.ca.gov/inforesources/Child-Care-Licensing">http://www.cdss.ca.gov/inforesources/Child-Care-Licensing</a>
<b>PUBLIC POLICY</b>		
<b>County</b>		
<i>County Legislative Agenda</i>	County of Los Angeles Board of Supervisors adopted State and Federal Legislative Agenda for the upcoming session; contains child care and development items submitted by the Planning Committee and Policy Roundtable for Child Care and Development.	<a href="https://ceo.lacounty.gov/legislative-affairs-and-intergovernmental-relations/">https://ceo.lacounty.gov/legislative-affairs-and-intergovernmental-relations/</a>
<i>Public Policy Platform</i>	Planning Committee and Roundtable public policy platform for the current legislative session.	<a href="https://childcare.lacounty.gov/ece-public-policy/">https://childcare.lacounty.gov/ece-public-policy/</a>
<b>State</b>		
<i>Official CA Legislative Information</i>	Search for bills as introduced and amended, committee analyses and status updates.	<a href="http://leginfo.legislature.ca.gov/faces/home.xhtml">http://leginfo.legislature.ca.gov/faces/home.xhtml</a>
<i>Legislative Analyst's Office</i>	Provides fiscal and policy advice to the legislature; prepares reports publications on various policy areas inclusive of early care and education.	<a href="https://lao.ca.gov/Policy-Areas?areald=4">https://lao.ca.gov/Policy-Areas?areald=4</a>
<b>Federal</b>		
<i>Federal Legislative Districts</i>	Maps and links to Legislators' websites.	<a href="http://www.house.gov">www.house.gov</a> <a href="http://www.senate.gov">www.senate.gov</a>
<i>Federal Legislation</i>	Legislative information from The Library of Congress, including access to bills.	<a href="http://loc.gov/">http://loc.gov/</a>