



POLICY ROUNDTABLE COMMISSION

MEMBERSHIP MANUAL

Fiscal Year 2026-27



Prepared by the Office for the Advancement of Early Care and Education
August 2026

MEMBERSHIP MANUAL



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Office for the Advancement of Early Care and Education

Department of Public Health
555 West 5th St, 34th Floor
Los Angeles, California 90013
www.childcare.lacounty.gov



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. 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 or contact Diana Alvarado at dalvarado@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
Deputy Director

Email: ldrogin@ph.lacounty.gov

Address: 555 West 5th St, 34th Floor
Los Angeles, California 90013

Website: www.childcare.lacounty.gov

Updated: August 2026

Policy Roundtable for Child Care and Development Commission Program Year September 2026 – June 2027

COMMISSIONERS

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

LA County Board of Supervisor Appointees

First Supervisorial District	Second Supervisorial District	Third Supervisorial District	Fourth Supervisorial District	Fifth Supervisorial District
Jessica Perea Vacant	Justin Blakely Gloria Davis	Jennifer Cowan Amber Rivas	Alejandra Albarran Moses Ricardo Mota	Breeda McGrath Karla Rivas

LA County Department or Local Education Agency Appointees

Department of Children and Family Services

Olga Vicuna
Alternate: Steve Sturm

Department of Parks and Recreation

Vacant
Alternate: Vacant

Department of Probation

Jeannette Aguirre Carrillo
Alternate: Vacant

Department of Public Health

Robert Gilchick
Alternate: Chanel Smith

Department of Mental Health

Kanchana Tate
Alternate: Rebeca Hurtado

Department of Public Social Services

Nurhan Pirim
Alternate: Nora Garcia-Rosales

Los Angeles Unified School District

Ranae Amezcua
Alternate: Mary Melvin

Los Angeles County Office of Education

Luis Bautista
Alternate: Colin Legerton

Child Care Planning Committee

Andrea Fernandez Mendoza

Non-County Organization Appointees

Child Care Alliance of Los Angeles

Cristina Alvarado
Alternate: Jackie Clarke

First 5 LA

Ofelia Medina
Alternate: Jaime Kalenik

Southern California Chapter – California Association for the Education of Young Children

Fran Chasen
Alternate: Liliana Alvarez Hernandez

Commission for Children and Families

Dora Jacildo
Alternate: Jacquelyn McCroskey



Los Angeles County Policy Roundtable for Child Care and Development Commission

Meeting Schedule – Fiscal Year 2026-27

The Los Angeles County Policy Roundtable for Child Care and Development Commission (Policy Roundtable) meets the second Wednesday of the month from 10:00 a.m. – 12:00 p.m. The public is welcome to attend the meetings. 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 at eweiss@ph.lacounty.gov. The Policy Roundtable does not meet in July and August.

Wednesday, September 9, 2026

9:00 a.m. – 12:00 p.m.

Location: Pacific Oaks College, 45 W Eureka Street (Classrooms 7-10), Pasadena, CA 91103

Wednesday, October 14, 2026

10:00 a.m. – 12:00 p.m.

Location: Pacific Oaks College, 45 W Eureka Street (Classrooms 7-10), Pasadena, CA 91103

Wednesday, December 9, 2026

10:00 a.m. – 12:00 p.m.

Location: Pacific Oaks College, 45 W Eureka Street (Classrooms 7-10), Pasadena, CA 91103

Wednesday, January 13, 2027

10:00 a.m. – 12:00 p.m.

Location: Pacific Oaks College, 45 W Eureka Street (Classrooms 7-10), Pasadena, CA 91103

Wednesday, February 10, 2027

10:00 a.m. – 12:00 p.m.

Location: Pacific Oaks College, 45 W Eureka Street (Classrooms 7-10), Pasadena, CA 91103

Wednesday, March 10, 2027

10:00 a.m. – 12:00 p.m.

Location: Pacific Oaks College, 45 W Eureka Street (Classrooms 7-10), Pasadena, CA 91103

Wednesday, April 14, 2027

10:00 a.m. – 12:00 p.m.

Location: Pacific Oaks College, 45 W Eureka Street (Classrooms 7-10), Pasadena, CA 91103

Wednesday, May 12, 2027

10:00 a.m. – 12:00 p.m.

Location: Pacific Oaks College, 45 W Eureka Street (Classrooms 7-10), Pasadena, CA 91103

Wednesday, June 9, 2027

10:00 a.m. – 12:00 p.m.

Location: Pacific Oaks College, 45 W Eureka Street (Classrooms 7-10), Pasadena, CA 91103



Section 1b: Guiding Documents for the Policy Roundtable Commission

County of Los Angeles

A Unified Strategic Plan for Early Care and Education

2020
-
2025





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Director, Department of Public Health

Deborah Allen, ScD
Deputy Director, Health Promotion Bureau

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

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



Jackie Majors, Chair
Policy Roundtable for Child Care
and Development



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



Julie Taren, 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 Workgroup¹ 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 Amezcua	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 Philibosian, 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

Marghot Carabali
Elizabeth Casprowitz
Debra Colman
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.

¹ Strategic Planning Workgroup members are denoted by *.

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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 care². During the recession, early care and education programs subsidized by the State of California for low-income families experienced budget reductions totaling \$1.5 billion³ 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*⁴.

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.

² 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.

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

⁴ 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.

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*,⁵ 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 adulthood⁶, 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.

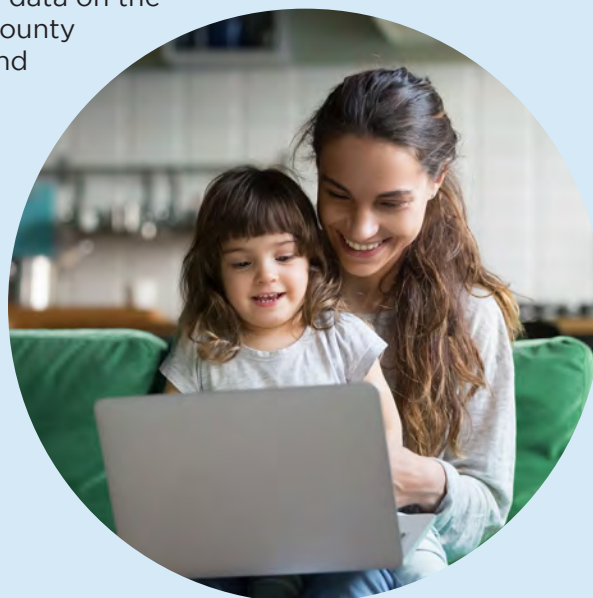
- **Example Activity** – *Finalize and promote a toolkit that helps early care and education providers navigate the facility development system including licensing, zoning, fire, and public health.*

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.*



⁵ 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.

⁶ 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.⁷ 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)⁸ 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.⁹

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.



⁷ 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.

⁸ 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.

⁹ 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.¹⁰ 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:

3.1: 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.

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

- **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.

3.3: 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.



¹⁰ 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,¹¹ and communities. Children learn and grow in the context of overlapping spheres of influence,¹² 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:

4.1: 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.

4.2: 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.

4.3: 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.



¹¹ Primary caregivers include legal guardians, foster parents, and relative caregivers.

¹² 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,¹³ 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 stakeholders¹⁴ 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.

¹³ 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.

¹⁴ 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 for 2025-2026 Legislative Session

Introduction

The Child Care Planning Committee (Planning Committee) and Policy Roundtable for Child Care and Development (Roundtable) promote policies designed to increase the availability of and access to affordable, high quality early care and education programs for all children and their families of Los Angeles County. This proposed 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 2025-2026 Legislative Session. The platform delineates each of the County's legislative agenda items in **bold** followed by examples of efforts that may be addressed by proposed legislation and/or the proposed state budget.

Platform Issues

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

Such efforts should include, but not be limited to:

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



- Incorporating optimal health promotion policies and procedures as an integral component that contributes to the overall quality of early care and education services and programs.
- Engaging parents as their child's first teachers and partners in promoting their child's optimal growth and development.

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

Such efforts should include, but not be limited to:

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

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

Such efforts should include, but not be limited to:

- Compensating staff working in centers and family child care homes commensurate with education and experience to include benefit packages (e.g. health insurance, retirement) to attract and retain qualified staff.
- Focusing on teachers and other members of the workforce gaining skills and demonstrating competencies in the following areas: engaging children in social-emotional learning, business practices, forming relationships and interacting with children, how to provide instructional support to children, best practices in working with dual language learners, proficiency in recognition and response to children with disabilities and other special needs, health and nutrition best practices, trauma-informed practices, engaging parents and guardians, and expertise on the spectrum of child development from birth through early adolescence. Workforce practice must be based on established early care and education research.

- Offering coursework and instruction responsive to a multi-lingual, multicultural workforce, including but not limited to providing content in students' home language and offering classes during non-traditional hours.
 - Integrating early childhood mental health consultation into early care and education programs to support the workforce in meeting the social, emotional, and mental health needs of children.
 - Expanding early childhood educators' access to higher education through stipend programs, grant funds and loan forgiveness programs, higher compensation when they attain post-secondary degrees, and benefits (i.e. health insurance and retirement plans).
 - Facilitating child development or early childhood education coursework coordination and articulation between the community colleges and California State University (CSU) and University of California (UC) systems.
 - Supporting efforts to enhance the quality of the license-exempt care workforce and facilitating connections between license-exempt care and the larger system of early care and education.
 - Supporting alignment of teacher requirements under Title 22 with teacher requirements under Title 5 and with the California Commission on Teacher Credentialing.
 - Facilitating support of license-exempt (family, friend, and neighbor) providers serving children subsidized with federal Child Care and Development Block Grant funds.
 - Training and supporting teachers and other professionals through distance learning strategies.
- 4. Support efforts to ensure the health and safety of all children cared for in licensed early care and education facilities as afforded by timely, regular, and frequent on-site monitoring by the California Department of Social Services, Community Care Licensing Division (CCLD).**

Such efforts should include, but not be limited to:

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

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

Such efforts should include, but not be limited to:

- Streamlining and transitioning the former dual reimbursement rate systems (Standard Reimbursement Rate and Regional Market Rate) into a single, regionalized reimbursement rate system that covers the true cost of quality care 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.

Such efforts may include:

- Added: Enhance resources in resource and referral agencies, family resource centers, and community- and faith-based networks that offer a broad array of supports and services.
- Added: Activate immediate access to early care and education services during a local, state, and/or national emergency.
- 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 infection, transmission, or other related conditions due to pandemic and other emergencies.



EARLY CARE AND EDUCATION ACCESS BRIEF

2023 LOS ANGELES COUNTY EARLY CARE
AND EDUCATION NEEDS ASSESSMENT

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Priya Batra, M.D., M.S.

Deputy Director, Health Promotion Bureau

Debra Colman, MSW

Director, Office for the Advancement of Early Care and Education

FOR MORE INFORMATION PLEASE CONTACT US.

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

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CHILD CARE PLANNING COMMITTEE MEMBERS – PROGRAM YEAR 2022-23

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Child Development Consortium of Los Angeles - Early Educator

Ariana Oliva, Vice Chair

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Mexican American Opportunity
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Rocio Bach

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Early Educator

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Parent Consumer

Genetric Brown

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of Child Development
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La Tanga Hardy
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Technical College
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Proyecto Pastoral
Early Educator

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PEACH
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Children's Home Society
of Los Angeles
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School District
Public Agency

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Monrovia Unified School
District Public Agency

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City of Los Angeles Dept.
of Recreation & Parks
Early Educator

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Parent Consumer

Maria Mora

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Public Agency

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Nellie Ríos-Parra

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Early Educator

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Kathy Schreiner

ECE Workforce Advocate
Community Agency

Edilma Serna

WestEd PITC
Community Agency

JoAnn Shalhoub-Mejia

CA Federation of Family
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Early Educator

Sarah Soriano

4th Supervisorial District
Representative

Julie Taren

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The Los Angeles County Office for the Advancement of Early Care and Education (OAECE) shapes policy recommendations, facilitates planning, and provides a range of services to improve the availability and quality of early care and education programs throughout Los Angeles (LA) County. One of the roles of OAECE is to convene the Child Care Planning Committee (Planning Committee), which serves as the County's state-mandated Local Child Care and Development Planning Council (LPC), funded by the California Department of Social Services (CDSS). The Planning Committee conducts a needs assessment every five years and engages in planning to address access to quality, affordable early care and education for all children and their families. The 2023 Needs Assessment examines a pivotal point in the field -- recovery from the COVID-19 pandemic, the expansion of Universal PreKindergarten throughout the state, early education rate reform, and an increased awareness of the workforce challenges facing the field of early care and education. This brief is based on the Planning Committee's 2023 Needs Assessment and explores the issue of access to early care and education services for young children in L.A. County.



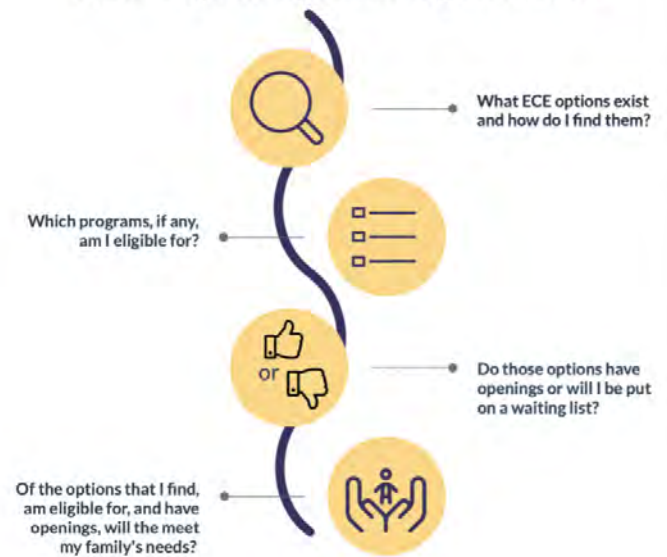
LA County's Early Care and Education System

Defining Access

Recognizing the need for a shared understanding and approach to defining and measuring access, the federal Office of Planning, Research, and Evaluation convened an ECE Access Expert Panel and developed the following definition of access that acknowledges the importance of care that meets the needs of children and families: "Access to early care and education means that parents, with reasonable effort and affordability, can enroll their child in an arrangement that supports the child's development and meets parents' needs."¹ This definition recognizes that parents and caregivers need to understand the ECE options available to them, those options need to be affordable, and the options must meet children and parents' needs in terms of location, hours, and other preferences such as setting, size, and the language and culture of the provider.



Parent's journey accessing child care



Licensed Early Care and Education Programs

Using the number of spaces in licensed programs (supply) relative to the number of children (demand) – L.A. County only has enough licensed early care and education spaces to serve 14 percent of children ages birth to twelve years.² Of course, not all families want or need licensed early care and education for their children.

The percentage available supply to demand increases to 24 percent when the demand number used is children whose parents are in the labor force. Since these caregivers are presumably in need of early care and education for their children while they are at work, the percentage is higher.³



**LA County has only enough
licensed child care spaces to serve 24%
of children birth to 12 years whose
parents are in the labor force.**



¹ Friese, S., Lin, V., Forry, N. & Tout, K. (2017). Defining and Measuring Access to High Quality Early Care and Education: A Guidebook for Policymakers and Researchers. OPRE Report #2017-08. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services ² Calculated using data from AIR analysis of American Community Survey, Public Use Microdata Sample (PUMS) data, five-year estimates, by location of family residence (2020) and California Child Care Resource and Referral Network, California Child Care Portfolio. ³ Kidsdata.org Availability of Child Care for Working Families 2021.

Subsidized Early Care and Education Services

California has several publicly subsidized early care and education programs for eligible families. These programs are made available through a complex system of services that vary in terms of setting (home-based vs. center), schedule (full-time, part-time, nontraditional hours), ages served, payment mechanism (voucher or contract), and eligibility requirements. Low-income families who are seeking early care and education must learn what options exist, which programs they are eligible to use, and whether those programs have open spaces. Only then can they evaluate their choices and decide what ECE setting meets their child's needs.

Mirroring state trends, the number of children in LA County who are eligible for subsidized care far exceeds the number of children enrolled in these programs. This is particularly true for infants and toddlers. Whereas 43 percent of eligible preschool-age children are enrolled in a subsidized program, only 8 percent of eligible infants and toddlers are served. The large difference between these groups is attributable to multiple factors, including the greater public investment in subsidized preschool compared to infant toddler care, the overall lack of licensed infant toddler spaces compared to preschool spaces, greater public awareness of the benefits of preschool, and families being more likely to enroll their children in formal ECE programs when they are older.

While funding enough spaces for low-income families is essential, it is not sufficient to increase access. A recent report by the California Budget & Policy Center ⁴ found that despite increases



43%

of eligible preschoolers
are served in subsidized ECE



8%

of eligible infants and toddlers
are served in subsidized ECE

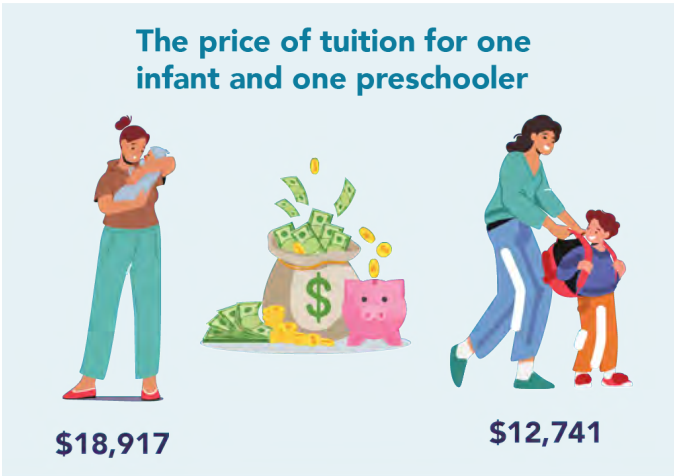
in funding, enrollment in some publicly funded programs has not increased; in some cases, it declined. For example, between 2014 and 2022, state funding for voucher programs, California State Preschool Program (CSPP) and Transitional Kindergarten (TK) all increased significantly. In fact, CSPP and TK, which both serve preschool-age children, received 3 to 3.5 times more funding in 2022-23 than they did in 2014-15. ⁵

Despite this dramatic influx of funding, enrollment in these programs remained stable or even decreased between 2014 and 2022, depending on the program. Clearly, funding more spaces alone does not solve the access equation.

⁴ Orbach-Mandel, H., Pryor, L., Saucedo, E., and Saucedo, M. (August 2023) Early Learning and Care: Building Opportunity for California Families, The Promise of a Mixed Delivery Early Learning and Care System. California Budget & Policy Center ⁵Orbach-Mandel, H., Pryor, L., Saucedo, E., and Saucedo, M. (August 2023) Early Learning and Care: Building Opportunity for California Families, The Promise of a Mixed Delivery Early Learning and Care System. California Budget & Policy Center,

The underenrollment is likely multifactorial, driven by a lack of public awareness, administrative challenges, the teacher shortage, and family preferences.

Knowing where to find early care and education and how to access it is not an easy task, and studies have shown that families typically rely on friends and family to find early care and education. After the disruptions caused by the COVID-19 pandemic, many families have reported more difficulty finding early care and education. According to the Stanford Center on Early Childhood’s RAPID survey, as of January 2022, nearly two-thirds of parents surveyed in their national sample reported that they had difficulty finding an early care and education space in a home- or center-based program.⁶ The high price of tuition and fees for early care and education can be a significant challenge for many families. For example, the price of tuition for one infant and one preschooler in a child care center is \$18,917 and \$12,741, respectively.⁷ Combined, the price for care would be \$31,658, or over one-third of the total median family income for a family of four of \$90,735 in Los Angeles County.⁸



Historically, lack of affordability has affected both tuition-paying families and those receiving subsidized care. While families earning 85 percent of the state median income or less could access care through subsidized programs, they still had to pay family fees of 10 percent of their monthly income. While the Federal government requires that states charge families a fee, it is up to the state to decide how much to charge and for whom. Fortunately, in the California Fiscal Year (FY) 23-24 budget agreement reached between Child Care Providers United (CCPU) and Governor Newsom, families who make less than 75 percent of the state median income will no longer have to pay any family fees. Families who do have to pay a fee will not have to pay more than 1 percent of their income.

The Shifting Early Care and Education System

Transitional Kindergarten Implementation

California’s new universal transitional kindergarten (TK) program extends the public education system to all 4-year-olds. Enrollment in this new program has been lower than expected, which is likely due to multiple factors, including the challenge that school districts face in implementing the program post-COVID and the teacher shortage experienced across the country. In the 2021-22 school year, 21,392 children participated in TK programs in Los Angeles County.⁹ The slow uptake also reflects the complexity of the definition of “access” and demonstrates that it is not enough to provide families with affordable and available slots. They also need to be made aware of and understand the benefits of the program, and the program must be able to meet their own and their child’s needs.

⁶ RAPID (March 2022). Child Care Difficulties On the Rise for Parents of Young Children. ⁷ California Child Care Resource and Referral Network, California Child Care Portfolio (Jan. 2023). As cited on kidsdata.org, a program of Population Reference Bureau. ⁸ U.S. Census Bureau, Median income in the past 12 months (in 2020 inflation-adjusted dollars), Table S1903 ⁹ California Department of Education, 2021-22 Transitional Kindergarten (TK) Program Participation State Report by County, Total Kindergarten TK Program Participation (Census Day). Retrieved from: <https://dq.cde.ca.gov/dataquest/tkreports/TkLevels.aspx?cdscode=00000000000000&year=2021-22>

Impact of Universal PreKindergarten on the Mixed Delivery System

In California, the term “UPK” is used as an umbrella term to refer to all early care and education programs, including Transitional Kindergarten (TK), California State Preschool Program (CSPP), Head Start, district and local community-based preschool programs, early learning services for students with disabilities, private pay preschool, and expanded learning options to support access to a full day of services.¹⁰ While families can choose which preschool program under the UPK umbrella is right for them, TK is the only option that will be available universally and free of cost for all families whose children turn four by September 1, starting in the 2025-26 school year. This significant shift in the system is anticipated to have an impact not only on the other preschool programs under the UPK umbrella but also on parents’ access to quality early care and education for their infants and toddlers. This is because many early care and education programs serve children from birth to age five, and the loss of enrollment of the preschoolers to TK will have an impact on the birth-to-five programs as a whole. Since preschool care costs less per child to operate than the more labor-intensive infant and toddler care, birth-to-five programs are dependent on the revenue from preschoolers to “subsidize” the higher cost of infant-toddler care. As a result of the loss of preschool enrollment, it is anticipated that programs serving birth to school-age children will be left with the options to raise their prices, permanently close their business, or compromise the quality of care they provide to infants and toddlers.

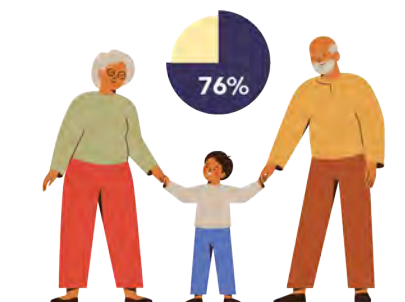
This phenomenon was observed in New York City after the implementation of their universal preschool program.¹¹ Economist Jessica Brown found that there was both a loss of between 15-20% of available infant-toddler spaces as well as a decrease in the quality of infant-toddler care in private programs, as evidenced by greater licensing violations and public complaints in programs located near UPK sites. Extrapolating from Brown’s study, L.A. County could be facing a potential loss of up to 20 percent of licensed infant-toddler spaces, or 6,800 spaces. The only option for many of these families will be to rely on unlicensed or license-exempt family, friend, and neighbor care for their infants and toddlers, yet there is currently no infrastructure in the county to provide resources, training, or support for this essential part of the ECE landscape.

The Invisible System: Family, Friend, and Neighbor Care

Given that the supply of licensed child care is only sufficient to serve just under one-quarter of children whose parents are in the labor force, who is caring for the other 76 percent of these children while their parents are working? Family, friends, and neighbors (FFN) are. Care provided by people who are related to or friends/neighbors with families of young children is the most common type of child care in the U.S., according to data from the National Survey of Early Care and Education (NSECE).¹² In fact, FFN providers play a critical child care role for many, if not most, families at some point in their child’s life. Families from all socioeconomic, racial, and cultural backgrounds rely on FFN care; however, it

¹⁰California Department of Education, Universal Prekindergarten FAQs, “What is UPK and how is it related to Universal Transitional Kindergarten (UTK)?” Updated May 27, 2022. Retrieved from: <https://www.cde.ca.gov/ci/gs/em/kinderfaq.asp#:~:text=UPK%20is%20an%20umbrella%20term,and%20expanded%20learning%20options%20to> ¹¹Brown, Jessica, Does Public Pre-K Have Unintended Consequences on the Child Care Market for Infants and Toddlers? (December 8, 2018). Princeton University Industrial Relations Section Working Paper 626, Available at SSRN: <https://ssrn.com/abstract=3360616> or <http://dx.doi.org/10.2139/ssrn.3360616> ¹²Datta, A. R., Milesi, C., Zapata-Gieti, C., & Srivastava, S. (2021). NSECE Chartbook - Home-based Early Care and Education Providers in 2012 and 2019: Counts and Characteristics. OPRE Report No. 2021-85. Washington DC: OPRE

is especially common among families with infants and toddlers, immigrants, refugees, and families of multilingual learners.¹³ Data also indicates that the number of families relying on this unlicensed or license-exempt form of child care, in part due to the COVID-19 pandemic.¹⁴ Despite the prevalence of FFN care, particularly for infants, toddlers, and school-age children before and after school, supports for these providers is practically nonexistent.



**76% of children with
working parents are cared for
by family, friends and neighbors**

¹³ Park, M., & Pena, J. F. (2021). The invisible work of family, friend, and neighbor caregivers and its importance for immigrant and dual language learner families. Washington, D.C.: Migration Policy Institute.¹⁴ RAPID. (2022, October 8). RAPID Survey Project. Retrieved from RAPID Survey Project latest data and trends: <https://rapidsurveyproject.com/latest-data-and-trends>

Summary and Recommendations

FINDING: There is not enough licensed child care for infants and toddlers, and there could be further loss infant and toddler spaces as TK is fully implemented.

Recommendation: Create a mechanism for Local Education Agencies to contract with early care and education providers in their community to provide Transitional Kindergarten so that those providers do not lose the revenue that they need to remain solvent and provide much needed infant and toddler care.

Recommendation: Prioritize public funding for infants and toddlers and incentivize non-Local Education Agency providers to expand services to children birth to three.

Recommendation: Invest in research to understand how the expansion of Transitional Kindergarten will impact the early care and education mixed delivery system.

FINDING: Despite increases in public funding, many subsidized programs are experiencing low enrollment. One factor that is contributing to low enrollment is that parents lack support navigating the complex and confusing subsidy system.

Recommendation: Establish a user-friendly, parent-facing system to enroll in early care and education subsidy programs.

Recommendation: Strengthen capacity of Resource and Referral agencies, Alternative Payment Administrators, LA County Department of Social Services, and Local Education Agencies to establish a coordinated, yet localized, parent-centered approach to support enrollment.

Recommendation: Establish a unified enrollment platform for publicly funded early care and education programs (TK, CCTR, etc.).

FINDING: Even if subsidized programs were fully enrolled, there is not enough subsidized care available to serve all children whose parents are in the labor force. Some early care and education programs that would be open to accepting children with subsidy, may not understand the child care voucher system.

Recommendation: Create a system to inform all LA County licensed providers about early care and education subsidies and connect providers willing to accept subsidies with parents looking for care.

FINDING: Family, Friend, and Neighbor (FFN) care is the most common form of child care, yet the most overlooked when it comes to resources and quality supports.

Recommendation: Invest in family support models to strengthen the care provided by Family, Friends, and Neighbors.

Recommendation: Increase investments to support Family, Friends, and Neighbors in becoming licensed family child care providers.

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 establishing new and revised policies to align with changes in the Policy Roundtable. The ordinance:

- Replaces outdated information and organizations;
- Updates membership expertise and experience categories, term limits and quorum requirements, conflict of interest, and sunset review date;
- Removes and/or adds organizations and County Departments;
- Clarifies the number of members nominated by each Board of Supervisor;
- Adds additional childcare entities to list of nominated organizational representatives; and
- Removes requirement to have sub-committees.

DAWYN R. HARRISON
County Counsel

By 
CRAIG KIRKWOOD
Deputy County Counsel
Health Services Division

CK:er

Requested: 3/27/25
Revised: 10/15/25

ORDINANCE NO. 2026-0001

An Ordinance amending Title 3 – Advisory Commissions and Committees of the Los Angeles County Code, Chapter 3.75, relating to the Policy Roundtable for Child Care, by establishing new and revised policies to align with changes in the Policy Roundtable.

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

SECTION 1. Chapter 3.75 is hereby amended to read as follows:

Chapter 3.75 POLICY ROUNDTABLE FOR CHILD CARE AND
DEVELOPMENT

SECTION 2. 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 Care and Development, hereinafter referred to as the "rRoundtable."

SECTION 3. Section 3.75.020 is hereby amended to read as follows:

3.75.020 Members.

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

A. Chair of the ~~Child Care Planning Committee~~Los Angeles County's
Planning Council (LPC) or a member designated by the LPC Chair;

B. One County/Local Education Agency 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~~Department of Economic Opportunity,
7. Department of Parks and Recreation,
8. Los Angeles County Office of Education,
9. Los Angeles Unified School District;

C. One non-County organization representative nominated by each of the following entities:

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 (also known as First 5 LA);

14. ~~Los Angeles Universal Preschool~~Service Employees International Union Local 99;

CD. One~~Ten~~ members, two nominated by each member of the Board and selected based on 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~~
The Board of Supervisor nominees must also meet one of the following categories:

1. Academia or research,
2. Private business sector,
3. Philanthropic organization (charitable organization or foundation

focused on children and families),

4. Community or legal advocacy,
5. Child care (from at least one of the following subcategories):
 - a. Faith-based child care center operator,
 - b. Employer-supported child care center operator,
 - c. Family child care center operator,
 - d. Family, Friends, and Neighbor, licensed exempt provider,
 - e. Resource and Referral Agency,
 - f. Alternative Payment Provider;

~~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,~~

56. Child care advocate,

67. Parent,

~~7. Demographer,~~

8. Early Care and Education Facilities finance expert,

9. ~~Economist~~Legislative Analyst,

10. Labor representative,

11. ~~CalWORKs participant,~~Human Services (e.g. housing navigation, mental health, physical health, health care);

~~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, and count towards quorum. 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~~C, as non-County organization representatives of non-County entities, may also identify an alternate to

vote in the member's absence by completing the appropriate ~~r~~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 4. Section 3.75.030 is hereby amended to read as follows:

3.75.030 Term of ~~s~~Service.

A. All members of the ~~r~~Roundtable shall serve at the pleasure of the ~~b~~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.~~
Term Limits for members described in Section 3.75.020 C can serve up to two consecutive terms without a break. A term lasts up to four years. Former members will be eligible to serve again after a one-year hiatus.

~~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.~~
Members described in Section 3.75.020 B will not have Term Limits.

D. A member's position on the ~~r~~Roundtable shall become vacant upon the member's death, resignation, or removal by the ~~b~~Board; or in the event the member's employment or status no longer meets the membership criteria set forth in

Section 3.75.020; or in the event the member develops a conflict of interest described below and is not granted a finding of special circumstances. If such a vacancy should occur, the appointed successor, nominated pursuant to Section 3.75.040, shall ~~complete the remainder of the term~~ have their first term begin when their appointment is approved by the Board.

E. Term Limits for members described in Section 3.75.020 D can serve up to three consecutive terms without a break. A term lasts up to four years. Former members will be eligible to serve again after a one-year hiatus.

SECTION 5. Section 3.75.050 is hereby amended to read as follows:

3.75.050 Conflict of ~~i~~nterest.

No individual shall be appointed to the ~~r~~Roundtable if that individual or an agency ~~he or she~~they represents or in which ~~he or she~~the individual holds a financial and/or political interest receives a contract or incurs a financial benefit based on recommendations made by or received by the ~~r~~Roundtable, unless the ~~b~~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 ~~b~~Board has made the special finding required above, the member shall abstain from participating in any analysis, discussion, decision, or recommendation affecting such interest.

SECTION 6. Section 3.75.060 is hereby amended to read as follows:

3.75.060 Staff.

The ~~r~~Roundtable shall be supported by staff of the ~~office of child care within the chief administrative office~~Department of Public Health's Office for the Advancement of Early Care and Education.

SECTION 7. Section 3.75.070 is hereby amended to read as follows:

3.75.070 **Sunset ~~r~~Review ~~d~~Date.**

The first sunset review date for the ~~r~~Roundtable shall be June 30, 2030. Sunset Review will occur every four years thereafter.

SECTION 8. Section 3.75.080 is hereby amended to read as follows:

3.75.080 **Operating ~~p~~Procedures.**

The ~~r~~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 ~~r~~Roundtable's activities and operation. A quorum of the ~~r~~Roundtable shall be a majority (more than 50 percent) of the ~~r~~Roundtable members who have been appointed, and their identified alternatives ~~but in no event shall a quorum be less than eight.~~

SECTION 9. Section 3.75.100 is hereby amended to read as follows:

3.75.100 **Duties and ~~r~~Responsibilities.**

The ~~r~~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 ~~s~~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's Legislative Affairs and Intergovernmental Relations, develop recommendations for consideration by the Board on County, ~~s~~State and federal legislative and budget issues related to child care and development. The ~~r~~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, ~~r~~Roundtable recommendations, and Board actions.

SECTION 10. Section 3.75.110 is hereby deleted in its entirety:

~~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.~~

[375010CKCC]

SECTION 11. This ordinance shall be published in The Daily Commerce a newspaper printed and published in the County of Los Angeles.



Hilda L. Solis
Chair

ATTEST:

Edward Yen

Edward Yen
Executive Officer -
Clerk of the Board of Supervisors
County of Los Angeles

I hereby certify that at its meeting of January 13, 2026 the foregoing ordinance was adopted by the Board of Supervisors of said County of Los Angeles by the following vote, to wit:

Ayes

Supervisors Hilda L. Solis
Holly J. Mitchell
Lindsey P. Horvath
Janice Hahn
Kathryn Barger

Noes

Supervisors None

Effective Date: February 12, 2026
~~Operative~~
Date:

Edward Yen

Edward Yen
Executive Officer -
Clerk of the Board of Supervisors
County of Los Angeles

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



EDWARD YEN
Executive Officer
Clerk of the Board of Supervisors

APPROVED AS TO FORM:
DAWYN R. HARRISON
County Counsel

By

Robert Cartwright
Robert Cartwright
Senior Assistant County Counsel

By

Cristal
Deputy

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POLICY ROUNDTABLE FOR CHILD CARE AND DEVELOPMENT

BYLAWS

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ARTICLE 1.
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 and the Ralph M. Brown Act. If terms are in conflict the Ordinance shall control.

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. Chair of the Los Angeles County's Local Planning Council (LPC) or a LPC member designated by the LPC Chair;
- B. County and Local Education Agency Representatives shall include a nominee from each of the following entities
 - 1) Department of Economic Opportunity
 - 2) Department of Children and Family Services
 - 3) Department of Mental Health
 - 4) Department of Parks and Recreation
 - 5) Department of Public Health
 - 6) Department of Public Social Services
 - 7) Department of Probation
 - 8) Los Angeles County Office of Education
 - 9) Los Angeles Unified School District
- C. Organizational Representatives shall include a nominee from each of the following entities
 - 1) Child Care Alliance of Los Angeles
 - 2) Commission for Children and Families
 - 3) Los Angeles Children and Families First – Proposition 10 Commission (also known as: First 5 LA)
 - 4) Service Employees International Union
 - 5) Southern California Association for the Education of Young Children

D. Supervisorial Representatives

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

- Academia or research
- Private business sector
- Philanthropy (charitable organization or foundation focused on children and families)
- Community or legal advocacy
- Child care
 - Faith-based child care center operator
 - Employer-supported child care center operator
 - Family child care program operator
 - Private or public child care center operator
 - Family Friends and Neighbor, license-exempt provider
 - Resource and Referral Agency
 - Alternative Payment Program
- Child care advocate
- Parent
- Facilities finance expert
- Legislative Analyst
- Labor Representative
- Human services (e.g., housing navigation, mental health, physical health, health care)

E. All nominations are subject to approval by the Board

F. Alternates

- 1) County and Local Education Agency Representatives
 - County and Local Education Agency 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 and count towards quorum. This department representative will not be authorized to vote on Roundtable business.
- 2) Organizational Representatives
 - Organizational Representatives have the option to identify an alternate to attend and vote in the member's absence.
- 3) 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 service at the pleasure of the Board.
- B. Supervisorial Representatives to the Roundtable will serve no more than three consecutive full terms of service. A term is up to four years. Former members will be eligible to serve again after a one year hiatus.
- C. Organizational Representatives will serve no more than two consecutive full terms of service. A term is up to four years. Former members will be eligible to serve again after a one year hiatus.
- D. County and Local Education Agency Representatives will not have term limits.
- E. Organizational Representatives will be required to affirm their status with their nominating organization every four years.
- F. The Department of Public Health's Office for the Advancement of Early Care and Education (OAECE) will notify the Roundtable at least 6 months before the completion a member's term of service.
- G. At least three months before a member's completion of term of service, the Organizational Representative's entity or Board office shall affirm through a written notice to the OAECE that the member will continue for another term of service or identify a new representative.

Section 3. Resignation and Removal of Members

- A. A member may resign at any time by giving written notice to the OAECE. Any such resignation will take effect at the date of receipt of such notice or at any later date specified. Unless otherwise specified, the acceptance of such resignation will not be necessary to make it effective.

Section 4. 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 Chief Executive Office's County Legislative Affairs and Intergovernmental Relations , 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 latest published edition of **“Robert’s Rules of Order” and follow the Los Angeles County Commission Manual.**

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 an ad hoc or subcommittee, with ratification by the Roundtable.
- E. To recommend a member to represent the Roundtable to serve on other bodies, with ratification by the Roundtable.
- F. To confer with OAECE staff (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.
- C. To recommend the next Vice-Chairperson, with ratification by the Roundtable.

ARTICLE V.

Election of Officers

Section 1. Election of Officers

- A. The bi-annual election of Roundtable officers shall take place in June of the second bi-annual year, 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 two year term and thereafter until a successor is qualified 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**).
- B. Candidates may be nominated from the floor at the election meeting.
- C. 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. In order for an election to take place at least Two-thirds (2/3) of voting members must cast a vote for election of officers.

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 and/or political 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, with the exception of July and August. 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.

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 or staff 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 or staff shall make inquiries of the individual and report his/her findings to the Roundtable Chair.

Section 5. Quorum

A quorum of the Roundtable shall be a majority (50% +1) of the Roundtable members who have been appointed, but in no event shall a quorum be less than eight.

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 ad hocs or 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 ad hocs or subcommittees may include members of the Child Care Planning Committee and others recommended by Roundtable members, as deemed necessary by the Roundtable. Ad hocs or 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 for the Advancement of Early Care and Education within the Department of Public Health.

Adopted: April 11, 2001.

Amended 9.06.

Amended 11. 11

Amended 3.24

PRCC Bylaws amended May 2024

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 Bgoul@counsel.lacounty.gov	 LOS ANGELES COUNTY COMMISSIONER ORIENTATION GUIDE TABLE OF CONTENTS <i>Legal and Procedural Matters</i> County Counsel Ms. Barbara Goul Principal Deputy Summary of the Brown Act, prepared by County Counsel Summary of Procedural Rules for County Commissions and Committees based on Robert's Rules of Order, prepared by County Counsel County Counsel Opinion on Commissioner Liability
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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.4th 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. 4th 1313 (2003)
- Misdemeanor for knowing violations

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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 Robert's Rules of Order - Summary Version
 Downloaded from www.robertsrules.org

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/>.



OAECE Staff Directory

Alejandra Berrio
Program Manager – Child Care
Choices
ABerrio@ph.lacounty.gov

Betsy Jacoby
Program Manager
ejacoby@ph.lacounty.gov

Claudia Valle
Senior Typist Clerk
CValle@ph.lacounty.gov

Debra Colman
Director
(323) 346-8830
DColman@ph.lacounty.gov

Diana Alvarado
Policy and Program Specialist
DAlvarado@ph.lacounty.gov

Elizabeth Casprowitz
Intermediate Clerk
ecasprowitz@ph.lacounty.gov

Erica Weiss
Intermediate Clerk
EWeiss@ph.lacounty.gov

Ida Legesse
Program Manager – Child Care Choice
ILegesse@ph.lacounty.gov

Leanne Drogin
Deputy Director
LDrogin@ph.lacounty.gov

Maryam Diaab
UPK Program Specialist
MHernandez@ph.lacounty.gov

Meliza Hernandez
Program Manager – Workforce
Pathways L.A.
MHernandez@ph.lacounty.gov

Simone Taylor
Local Planning Council Coordinator
Staylor@ph.lacounty.gov

Sheronda Helton
UPK Research Specialist
Shelton@ph.lacounty.gov

Sergio Fierro
Senior Operations Liaison
SFierro@ph.lacounty.gov

Office for the Advancement of Early Care and Education

555 W. 5th Street 34th floor Los Angeles CA 90013
(213) 639-6202 | Main Telephone
<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 – August 20, 2026

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 Consumers¹ (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/>.

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

Contact Information

Address

Office for the Advancement of Early Care and Education
Department of Public Health
County of Los Angeles
600 South Commonwealth Avenue, Suite 800
Los Angeles, California 90005

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

Contact Simone Taylor
 Staylor@ph.lacounty.gov

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	20% per category per California Education Code: ▪ Parents/consumers ▪ Early Educators ▪ Public Agencies ▪ Community Agencies ▪ Discretionary	Per Los Angeles County Ordinance <i>Organizational representatives:</i> ▪ Child Care Planning Committee ▪ County departments – Chief Executive Office, Children & Family Services, County Office of Education, Mental Health, Office of Education Parks & Recreation, Probation, Public Health, Public Social Services ▪ Los Angeles Unified School District ▪ Child Care Alliance of Los Angeles ▪ Southern CA Association for the Education of Young Children ▪ First 5 LA ▪ Child360 <i>Each Supervisor nominates one from expert categories:</i> ▪ Academia ▪ Private business sector ▪ Philanthropy ▪ Community or legal advocacy ▪ Child care <i>Each Supervisor nominates one from expert categories:</i> Five members nominated by each member of the Board from among the following categories: faith-based center operator,

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	1. Annual recruitment; application process 2. Certification of Membership¹ by Planning Committee 3. Certification of Membership by County Superintendent of Schools 4. Certification of Membership by Board of Supervisors Certification of Membership submitted to the CDE/ELCD and CDSS	- Organizational Representatives submit nominee - Board members nominate one from each of expert categories - Each nominee submits application to Board Executive Office 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	- Advocacy organizations - Child care resource and referral agencies - Community Care Licensing - Community colleges and higher education - 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) - Family child care homes	- Advancement Project California - Board of Supervisor Appointees - Bresee Foundation - Child360 - Child Care Planning Committee - Child Care Alliance of Los Angeles - Child Care Resource Center - Commission for Children and Families County departments (Children & Family Services, Office of Education, Mental Health, Parks & Recreation, Probation, Public Health, Public Social Services)

¹ 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	- Home visitation - Quality rating and improvement system supports - Parent Consumers - School district early childhood programs - Supportive services (administrative, parent engagement, professional development)	- First 5 LA - Infant Development Association of Southern California - Los Angeles Unified School District - Southern Chapter – Southern California Association for the Advancement of Early Care and Education - USC School of Marshall School of Business - USC School of Social Work
Scope of Work/Mandates	Per California Education Code: - Conduct countywide needs assessment every five years, addressing early care and education services for children birth through 12 years of age - Develop countywide plan to meet identified needs - Identify service gaps for subsidized early care and education service - Facilitate voluntary, temporary transfer of funds	Per Roundtable By-laws: - 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 - Advise and assist County department in developing and implementing strategies to connect clients and/or employee to high quality child care and development services - 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. - Identify strategies to secure and leverage, coordinate, monitor and maximize funding for and access to high quality services - Develop, distribute in electronic format and post on County website annual report summarizing key issues, Roundtable recommendations and Board actions
Examples of Wins	- 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 - 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	- Contributed to recommendations for implementation plan on early care and education recommendations listed in Pathways to Economic Resiliency report - Adopted an equity statement. - Elevated ECE Coalition budget asks and SB 246 (Leyva) pertaining to reimbursement rate reform and rate increases to Third Supervisorial District - Advocated for the Emergency Child Care Bridge Fund for Children in Foster Care

	Child Care Planning Committee	Policy Roundtable for Child Care and Development
Examples of Wins - Continued	Heroes: LA County COVID-19 Information and Resources' (see https://childcareheroes.org/) - 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."² - 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 - Produced community level data documents to illustrate gaps in subsidized services using LPC Local Funding Priorities data - 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)	- Informed the development of the Department of Mental Health's Early Childhood Mental Health Consultation Pilot - Provided input to the Measure H – Homeless Initiative – Child Care - 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)

² 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



County of Los Angeles Board of Supervisors

Supervisor Hilda L. Solis, First District

Hall of Administration 500 West Temple Street
Los Angeles, CA 90012

Telephone: (213) 974-4111

Facsimile: (213) 613-1739

E-mail: FirstDistrict@lacbos.org

Website: <http://hildalsolis.org/>

Supervisor Janice Hahn, Fourth District

Hall of Administration 500 West Temple Street
Los Angeles, CA 90012

Telephone: (213) 974-4444

Facsimile: (213) 626-6941

E-mail: fourthdistrict@bos.lacounty.gov

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

Supervisor Holly J. Mitchell, Second District

Hall of Administration 500 West Temple Street
Los Angeles, CA 90012

Telephone: (213) 974-2222

Facsimile: (213) 680-3283

E-mail: HollyJMitchell@bos.lacounty.gov

Website: <https://mitchell.lacounty.gov/>

Supervisor Kathryn Barger, Fifth District

Hall of Administration 500 West Temple
Street Los Angeles, CA 90012

Telephone: (213) 974-5555

Facsimile: (213) 974-1010

E-mail: FifthDistrict@lacbos.org

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

Supervisor Lindsey P. Horvath, Third District

Hall of Administration 500 West Temple Street Los
Angeles, CA 90012

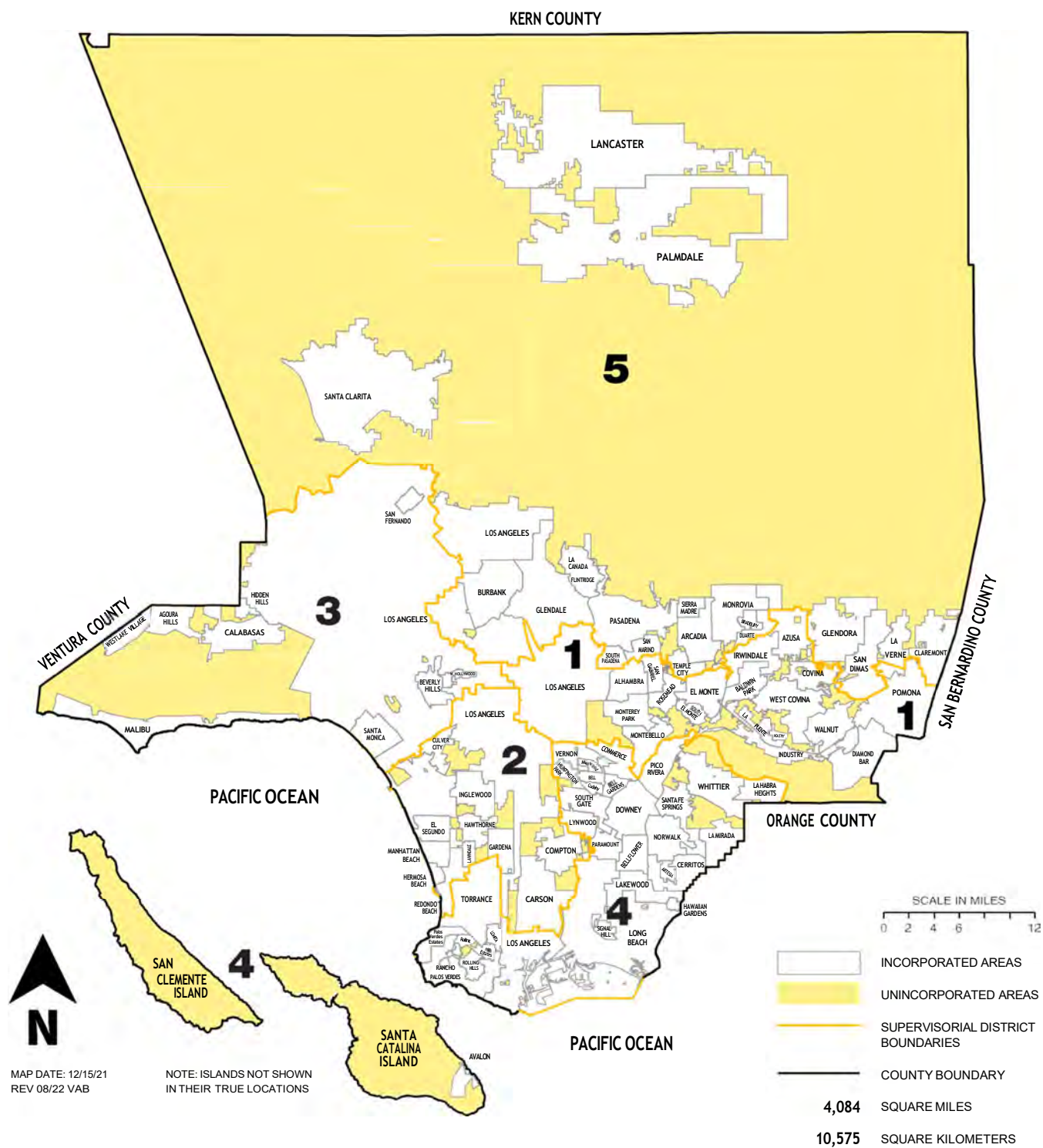
Telephone: (213) 974-3333

Facsimile: (213) 625-7360

E-mail: ThirdDistrict@bos.lacounty.gov

Website: <https://lindseyhorvath.lacounty.gov/>

Los Angeles County District Map





Strategic Plan

Los Angeles County

CHOOSE LA COUNTY: To Live! To Invest! To Work!

2024 - 2030





County Strategic Plan

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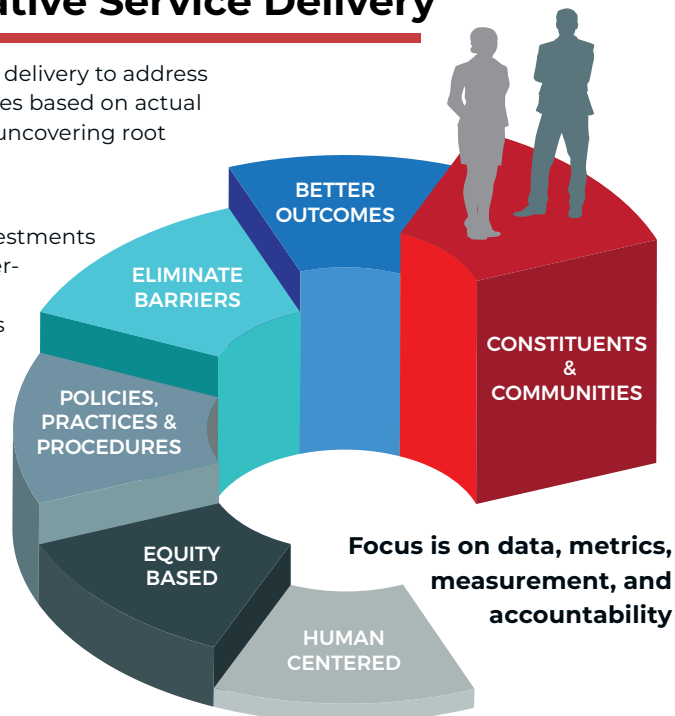
CEO MESSAGE

The health and economic crisis brought on by the COVID-19 pandemic and the subsequent calls to end racial injustice, social inequality, and economic inequity has foreclosed a return to “business as usual”. Moving towards a new paradigm with lessons learned during these past two years, LA County embarked on developing its 2024-2030 County Strategic Plan (CSP) using a generative model, which is a human-centered and equity-based approach to eliminating barriers from policies, processes, and practices that drive racial, social, and economic inequity. A generative model recognizes that, for some, uncovering root causes, establishing no wrong door policies, and providing services alone is insufficient; and that better outcomes can be obtained through economic investment in under-resourced communities. Ultimately, the aim is better outcomes for our constituents and communities.

Generative Service Delivery

Drive service delivery to address multiple issues based on actual needs, after uncovering root causes

Stronger investments serving under-resourced communities



The new strategic plan reflects lessons learned during this era of disruption and drives a generative service delivery approach where possible. The plan's goal is to drive service delivery so that services are easy to access, address multiple needs, and are based on actual needs after uncovering root causes (to support long-term success). It further strives to drive the programming of resources to support stronger investments in under-resourced communities, with the goal for communities to self-generate the capacity for greater opportunities for its residents to realize their fullest potential. In 2020, our Board of Supervisors declared that racism is a matter of public health. LA County made a choice to end structural racism in the County and infuse racial equity principles into every aspect of life. That monumental decision is the driving force behind this plan.

***LA County
made a
choice to end
structural
racism in Los
Angeles County.***

We embarked on strategic planning as an opportunity for collaboration among all County Departments to make a collective impact. The County went through a process of thoughtful and thought-provoking activities, sharing thoughts, ideas, and aspirations to move LA County forward. The 2024 – 2030 County Strategic Plan is the culmination of these efforts, and it builds upon the community voices incorporated into the strategic plans for the Anti-Racism, Diversity, and Inclusion Initiative; Poverty Alleviation Initiative; Chief Sustainability Office; Office of Child Protection; Homeless Initiative; Office of Immigrant Affairs; and Care First, Jails Last Initiative. Like any long journey, we have planned it well, but we also expect turns along the way to keep us responsive. We invite you to join us and watch our progress.

Fesia A. Davenport
Chief Executive Officer

EXECUTIVE SUMMARY

2024 - 2030 COUNTY STRATEGIC PLAN

Over the course of several months, department representatives, Board-Directed Priority leads, and the CEO team met frequently to strategize, analyze, and draft a strategic plan that would inform the LA County's planning, programming, service delivery, and budgeting over the next six years.



STRATEGIC PLANNING PROCESS

PROCESS OVERVIEW

The strategic planning process presented an opportunity for collaboration among County departments to make a collective impact. The County departments and development team went through several months of thoughtful and thought-provoking activities, sharing their thoughts, ideas, and aspirations to move LA County forward. The CEO's team fine-tuned the input received and performed further analysis and review to ensure that the Board's priorities are clearly reflected and incorporated into the PLAN. Significant stakeholder and community input including listening sessions, workshops, community meetings, targeted outreach, the use of advisory boards, and 30-day comment periods was gathered by our various initiatives and department leads as they sought community engagement to produce their own plans. The input and feedback gained during the stakeholder engagement opportunities were considered and incorporated into the 2024 - 2030 County Strategic Plan.

PERFORMANCE METRICS

The CEO, in collaboration with the Chief Information Office (CIO), will work with departments to develop, enhance, or refine their specific implementation initiatives and performance metrics that address the strategies outlined in the County Strategic Plan. An annual report of progress that is representative of the strategic plan, as well as the Board-Directed Priorities will be developed. The CEO will collect data on measures to track the PLAN's progress at the County service/client level. In collaboration with Departments and ARDI, data submission and reporting will be analyzed using an equity lens, as applicable. The CEO will collect and report metrics per each strategic plan focus area and strategy with the goal of showing how the County programs and/or services are impacting the clients we serve. The metrics chosen will be aligned with the racial equity framework and will be used to inform the County's budgeting process.

RACIAL EQUITY

The PLAN incorporates the County's Racial Equity Principles, enabling environment goals, and provides alignment across the County's multiple strategic initiatives which seek to effectuate change by increasing access, economic opportunity, equity, and overall healthy communities.

BOARD-DIRECTED PRIORITIES

In addition to the development of the new plan being driven by equity and data driven decision making, the Board-Directed Priorities continue to be reflected in the County's strategic plan north stars, focus area goals, and strategies. These priorities address child protection, health integration, justice reform, the homeless crisis, environmental issues, assisting immigrants, ensuring the County's future sustainability, eliminating racism and bias, and alleviating poverty.

COUNTY STRATEGIC PLAN INTRODUCTION

With more than 9,700,000 residents, Los Angeles County (County) is the largest County in California and the United States. The County's workforce is over 100,000 strong and comprised of a dedicated public service workforce that has proven time and time again that they are ready to meet the moment and provide caring and effective service to the residents and community at large in their times of need, on a day-to-day basis and during emergencies.

The County's 2024 - 2030 County Strategic Plan (PLAN) reflects the most important work for the County in the years to come. Aligned with the Board of Supervisors' Board-Directed Priorities, it seeks to drive the creation of ecosystems that enable families and communities to thrive. The PLAN will inform the County's planning, programming, and budgeting over the next six years. As the County moves towards a generative model, the PLAN seeks to develop a policy agenda that is equitable and tailored to meet the needs of our residents. Ultimately, the aim is better outcomes for our constituents and communities.



RACIAL EQUITY PRINCIPLES

Anchoring the CSP are Racial Equity Principles. [ARDI's Racial Equity Strategic Plan](#) provides a vivid and detailed account of the history of racism in Los Angeles County impacting all aspects of life, and how it has been perpetuated by policy decisions that disadvantaged Blacks and other minority groups. It is supported by a wealth of data and examples that clearly illustrate the need to reverse the generational damage caused. ARDI's vision inspires a feeling of hope for millions of County residents impacted by policies of the past. Its strategies are securely woven into the County Strategic plan to ensure that a new course is set for lasting change; and its equity principles below are embedded in each of the CSP steps.



REDUCE DISPARITIES

Reduce racial disparities in life outcomes, as well as disparities in public investment to shape those outcomes.

EFFECTIVELY SUPPORT

Develop and implement strategies that identify, prioritize, and effectively support the most disadvantaged geographies and populations.

ENGAGE RESIDENTS

Authentically engage community residents, organizations, and other community stakeholders to inform and determine interventions (e.g., policy and program) and investments.

IMPROVE OUTCOMES

Seek to improve long-term outcomes both intergenerationally and multi-generationally.

EFFECTIVELY ASSESS

Use data to effectively assess and communicate equity needs and support timely assessment of progress.

DISAGGREGATE DATA

Disaggregate data and analysis within racial/ethnic and other demographic subgroup categories.

COLLABORATE

Work collaboratively and intentionally across departments as well as across leadership levels and decision-makers.

ACT BOLDLY

Act urgently and boldly to achieve tangible results.

ALIGN POLICIES

Align policies, processes, and practices to effectively address equity challenges throughout the County's workforce (personnel, contractors, and vendors).

INTERVENE & PREVENT

Intervene early and emphasize long-term prevention

EXECUTIVE **SUMMARY** continued

BOARD-DIRECTED PRIORITIES

Child Protection



Health Integration



Care First, Jails Last



Homelessness



Environmental Justice & Climate Health



Immigration



Sustainability



Anti-Racism



Poverty Alleviation





BOARD-DIRECTED PRIORITIES AND THEIR RELATION TO THE COUNTY STRATEGIC PLAN (CSP)

The CSP is driven by the nine Board-Directed Priorities. Each of these Priorities represent the Board's responsive action to a complex issue that can negatively impact the health, safety, and well-being of individuals who reside in LA County. The Board's intention with these Board-Directed Priorities is to bring hope and lasting change, to end structural racism in Los Angeles County, and to effectuate the redirection of the financial, human, and other resources it will take to succeed.

Elevating each of these Priorities and using this innovative approach to the County's governance of its most pressing challenges has given the County the ability to pull together high-level teams to work together and find lasting solutions.

PRIORITY 1 CHILD PROTECTION

The Office of Child Protection (OCP) was created by the LA County Board of Supervisors and Chief Executive Office in 2015 to improve communication, coordination, and accountability across agencies involved in the child protection network so that vulnerable children have a better chance of growing up safer and healthier. The OCP's mission is to lead broad partnerships that implement meaningful solutions to improve the lives of our children and families. The OCP continues implementation of its Strategic Plan across five key focus areas of prevention, safety, permanency, well-being, and cross-cutting approaches.

PRIORITY 2 ALLIANCE FOR HEALTH INTEGRATION

In November 2019, the Board adopted a new structure to form the Los Angeles County Alliance for Health Integration (AHI) to lead integration projects involving the three Health Departments (Health Services, Mental Health, and Public Health.) The Alliance for Health Integration (AHI) seeks to streamline and integrate access to high-quality services across the departments of Health Services, Mental Health, and Public Health. AHI's priorities fall into three categories: Integrate and develop prevention, treatment, and healing services; reduce health inequities; and improve organizational effectiveness.

PRIORITY 3 CARE FIRST, JAILS LAST

In June 2015, the Board began to work on Justice Reform and renamed it in 2020 to "Care First, Jails Last" to clearly reflect the County's commitment to finding alternatives to incarceration. This Priority aims to reduce the use of jails to address social and mental health issues that can be treated through medical interventions. A major part of this initiative is their work to transform its youth justice system through community engagement, increasing public trust, being more transparent, and creating reform policies that help prevent community violence and prevent youth from entering the justice system.

PRIORITY 4 HOMELESS INITIATIVE

In August 2015, the Board established the Homeless Initiative as a fourth Priority to address the growing number of homeless individuals and families impacted by poverty. The Homeless Initiative is the central coordinating body for Los Angeles County's ongoing effort-unprecedented in scale – to expand and enhance services for people experiencing homelessness or at risk of losing their homes. The focus will be on prevention, subsidized housing, increasing income, providing affordable housing, and case management services.

BOARD-DIRECTED PRIORITIES AND THEIR RELATION TO THE **COUNTY STRATEGIC PLAN** continued

PRIORITY 5 ENVIRONMENTAL JUSTICE & CLIMATE HEALTH

In June 2016, the Board directed the County Public Health Department to oversee environmental health and monitor communities to prevent any health issues that could impact individuals living near industrial sites. This Priority seeks to increase community awareness of how environmental hazards can affect a person's health and address recent and future environmental health threats impacting County residents. A board motion was passed on April 5, 2022, to rename the Board-Directed Priority "Environmental Health Monitoring and Oversight" to "Environmental Justice and Climate Health."

PRIORITY 6 IMMIGRATION

In September 2017, the Board established Immigration as the 6th Board-Directed Priority. The Priority aims to create a culture within the County of Los Angeles that embodies the County's commitment to advance the well-being of the 3.5 million immigrants who live in the County and are deeply integrated into all aspects of County life. The Office of Immigration ensures a focus on policy, legislation, litigation, resources, and services to protect its immigrants.

PRIORITY 7 SUSTAINABILITY

Sustainability was approved as a Board-Directed Priority in August 2019. Housed in the Chief Sustainability Office, this Priority upholds a comprehensive and coordinated approach to sustainability issues in the County. With the "OurCounty Sustainability Plan" as the foundation, this Priority advances a vision of a healthier, more livable, economically stronger, more equitable, and more resilient County. The Sustainability Plan not only covers traditional environmental issues, but also workforce and economic development, transportation, housing, and issues of possible displacement.

PRIORITY 8 ANTI-RACISM, DIVERSITY, AND INCLUSION

In July 2020, after recognizing, affirming, and declaring that racism was a matter of public health in Los Angeles County (County) and that racism against Black people had reached crisis proportions that resulted in large disparities in family stability, health and mental wellness, education, employment, economic development, public safety, criminal justice, and housing; the Board established the Anti-Racism, Diversity, and Inclusion Initiative (ARDI). This Priority supports the Board's sweeping intention of creating an anti-racist agenda and fighting racism in all its dimensions. ARDI is aimed at addressing equity, diversity, and inclusion in all aspects of County culture and services, with the intention of rooting out institutional racism, eliminating disparities, and increasing access to opportunities.

PRIORITY 9 POVERTY ALLEVIATION INITIATIVE

In May 2021, the Board of Supervisors adopted a motion that declared poverty and economic opportunity to be matters of public health and took a proactive step toward disrupting poverty. The motion further created a ninth Board-Directed Priority, the Countywide Poverty Alleviation Initiative (PAI), directing that entity to develop a strategic plan for alleviating poverty across the County and for implementing actions to accomplish that. The PAI became fully operational in August 2021. The PAI's strategic framework was adopted by the Board on July 12, 2022. Implementation began in September 2022 and continues to work with our residents, communities, stakeholders, County departments, jurisdictions, and other partners to achieve its vision.

LOS ANGELES COUNTY MISSION, VISION & VALUES

MISSION

Establish superior services through inter-Departmental and cross-sector collaboration that measurably improves the quality of life for the people and communities of Los Angeles County.

VISION

A value driven culture, characterized by extraordinary employee commitment to enrich lives through effective and caring service and empower people through knowledge and information.

VALUES

Integrity

Inclusivity

Compassion

Customer Orientation

Equity



2024-2030 COUNTY STRATEGIC PLAN

AT-A-GLANCE

NORTH STARS

The three North Stars provide the guiding principles upon which the Strategic Plan is developed. They emphasize the importance of our constituents, communities, and County government.



FOCUS AREA GOALS



These are broad overarching goals that identify the focus areas for the County. The goals align with the North Stars.

COUNTYWIDE STRATEGIES

High level Countywide strategies that the County is adopting for each focus area goal. The Countywide strategies are broad, and comprehensive.



PERFORMANCE METRICS

Performance metrics will be used to measure if our constituents, community, and clients are being impacted, and how well our strategies are being achieved.



NORTH STARS

The PLAN's North Stars are carried forward from the 2016 - 2021 strategic plan. They continue to be aspirational, relevant, and provide us with continuity of our strategic direction. The North Stars represent the County's commitment to its constituents, the community, and County government.



NORTH STAR 1

Make investments that transform lives.



NORTH STAR 2

Foster vibrant and resilient communities.



NORTH STAR 3

Realize tomorrow's government today.

FOCUS AREA GOALS



The PLAN's seventeen focus area goals intend to drive service delivery where services are easy to access and address multiple needs and root causes. The goals have been designed to meet individuals wherever they are in their circumstances, and provide resources, and create opportunities that will lead to stable housing, the knowledge and skills required to secure a living wage job, preventive health services, and access to play and entertainment, all of which are components of what most consider a good life.

In addition, the PLAN will help drive programming, resources, and greater investments in under-resourced communities to build their capacity to self-generate resources and opportunities and realize their fullest potential.



NORTH STAR 1

FOCUS AREA GOALS

LA County is a highly responsive organization investing in solutions that address our most complex societal challenges (health, jobs, housing, food insecurity, and recidivism) affecting our most vulnerable communities – one person at a time.

NORTH STAR 1

Make investments that transform lives.

FOCUS AREA GOAL

A. Healthy Individuals and Families:

Invest in County health systems and expand care capacity that supports the physical health, mental health, and well-being of individuals across the life course continuum. This includes addressing the social determinants of health that impact resident's well-being.

FOCUS AREA GOAL

B. Employment and Sustainable Wages:

Support social mobility, economic and workforce development, job training, meaningful connections, and access to employment opportunities with sustainable wages for County residents, with emphasis on those who are experiencing barriers to employment or the ability to earn a sustainable wage. Support small and large business growth to maintain job supply.

FOCUS AREA GOAL

C. Housing and Homelessness:

Support efforts that prevent displacement, increase access to housing stability, develop more affordable housing, sustain homeownership opportunities, and enhance the effectiveness of the County's homeless rehousing system.

FOCUS AREA GOAL

D. Support Vulnerable Populations:

Address conditions which drive interactions with the County's child welfare, homeless rehousing, carceral, law enforcement and justice systems.





NORTH STAR 2

FOCUS AREA GOALS

Investments in the lives of County residents are sustainable only when grounded in strong communities. LA County, with the support of a network of public/private partnering, faith-based organizations, community-based organizations, philanthropic organizations, and local governments will foster vibrant and resilient communities.

NORTH STAR 2

Foster vibrant
and resilient
communities.

FOCUS AREA GOAL

A. Public Health:

Address community-wide issues, social determinants of health, risks and conditions that contribute to health disparities and threaten healthy lifestyles, and environmental and community health.

FOCUS AREA GOAL

B. Care First, Jails Last:

Implement a new vision of community safety in Los Angeles County, one centered on health solutions and services provided in the community so that jail is the last option rather than the first and only response.

FOCUS AREA GOAL

C. Public Safety:

Enhance the safety of the public and our communities by addressing the risks, danger, harm, and conditions that cause, drive, or can help mitigate unlawful activity and crime, and supports law enforcement accountability and transparency.

FOCUS AREA GOAL

D. Sustainability:

Focus on environmental justice, particularly in communities that have long endured industrial contamination, and “Our County” Sustainability Plan’s 12 broad, aspirational, and cross-cutting goals, that embrace positive change and address sustainability issues regionally. ([Our County: The Los Angeles County Sustainability Plan](#).)

FOCUS AREA GOAL

E. Economic Health:

Deploy and diffuse community resources and investments through partnership with community-based institutions, organizations, corporations, and small businesses to enhance the economic health of all communities.

FOCUS AREA GOAL

F. Community Connections:

Invest in our communities and create public spaces and programs that are welcoming, accessible, where all residents can easily build relationships, create social networks, feel connected and can access opportunities.



NORTH STAR 3

FOCUS AREA GOALS

NORTH STAR 3

Realize tomorrow's
government today.

The increasingly dynamic and complex environment, challenges collective abilities to respond to public needs and expectations. LA County is an innovative, flexible, effective, and transparent partner focused on advancing the common good & being fiscally responsible.

FOCUS AREA GOAL

A. Communication and Public Access:

Provide increased transparency and accessibility to government services and communication, including information that is easy to understand and available in multiple languages and formats.

FOCUS AREA GOAL

B. Diverse and Inclusive Workforce:

Strive to meet the highest standards and promote a more diverse and inclusive County workforce that seeks to be representative of County residents.

FOCUS AREA GOAL

C. Equity-Centered Policies and Practices:

Institutionalize the use of an equity lens in County policies and practices.

FOCUS AREA GOAL

D. Streamlined and Equitable Contracting and Procurement:

Implement streamlined and more equitable contracting and procurement systems and opportunities.

FOCUS AREA GOAL

E. Data-Driven Decision Making:

Use equity and data as a tool to continually assess and strengthen our efficiency and effectiveness, maximize and leverage resources, ensure fiscal responsibility, and hold ourselves accountable.

FOCUS AREA GOAL

F. Flexible and Efficient Infrastructure:

Use lessons learned from the recent pandemic to implement flexible and efficient administrative, technological, and physical infrastructures to meet the needs of our constituents.

FOCUS AREA GOAL

G. Internal Controls and Processes:

Strengthen our internal controls and processes while being cognizant of efficiency to continue good stewardship of the public trust and fiscal responsibility.

STRATEGIES

The strategic plan is composed of high-level countywide strategies that the County is adopting for each Focus Area Goal. The strategies represent a collaborative effort by all County departments. Developed to engage the work of more than one County department, all strategies are intentionally broad, overarching and encompassing.



NORTH STAR 1: Make investments that transform lives.

FOCUS AREA GOAL

- A. Healthy Individuals and Families:** Invest in County health systems and expand care capacity that supports the physical health, mental health, and overall well-being of individuals across the life course continuum. This includes addressing the social determinants of health that impact residents' well-being.

STRATEGIES

- i. **Pregnancy and Birth:** Support pre-natal care, pregnancy, healthy births, postpartum services and prevent adverse birth outcomes.
- ii. **Improve Health Outcomes:** Promote comprehensive, inclusive, culturally-responsive competent care, healthy lifestyles, and the improvement of physical health outcomes.
- iii. **Behavioral, Mental Health and Substance Use Disorder:** Streamline and support crisis response and continuum of care to address the behavioral health, mental health needs, substance use disorders and the well-being of individuals and families, with emphasis on our most vulnerable populations.

FOCUS AREA GOAL

- B. Employment and Sustainable Wages:** Support social mobility, economic and workforce development, job training, meaningful connections, and access to employment opportunities with sustainable wages for County residents, with emphasis on those who are experiencing barriers to employment or the ability to earn a sustainable wage. Support small and large business growth to maintain job supply.

STRATEGIES

- i. **Remove Barriers:** Remove unnecessary barriers to employment, particularly for our most vulnerable residents circling through our County systems.
- ii. **Job Preparation:** Invest in job training/education and preparation opportunities.
- iii. **Job Creation:** Support initiatives, projects, and partnerships that generate employment opportunities.
- iv. **Sustainable Wages:** Support efforts to earn and provide sustainable wages.



STRATEGIES continued

FOCUS AREA GOAL

- C. Housing and Homelessness:** Support efforts that prevent displacement, increase access to housing stability, develop more affordable housing, sustain homeownership opportunities, and enhance the effectiveness of the County's homeless rehousing system.

STRATEGIES

- i. **Affordable Housing:** Preserve and develop more quality affordable housing for those who reside in LA County.
- ii. **Homeownership:** Provide access to financial resources and programs that support & sustain homeownership.
- iii. **Homelessness (HI Framework):** Implement the new framework that focuses on three key partners –
 - (1) Rehousing System,
 - (2) Mainstream County Government Systems, and
 - (3) Partnerships with Cities, using five categories of action: Coordinate, Prevent, Connect, House, and Stabilize; and strengthen County leadership.
 - a. Rehousing System: Leverage the critical infrastructure and capacity of the homeless rehousing system.
 - b. County Government Systems: Delineate the activities that must permeate all our mainstream systems in order to “catch” County residents before they fall into homelessness, or just after.
 - c. Partnerships with Cities: Identify the most impactful ways for the County to collaborate with cities to meet local needs, increase housing, provide solutions for the unsheltered, and address encampment resolution.
 - d. County Entity and Leader: Create a County entity with responsible charge, accountability, and authority over homelessness, and identify a County leader.

FOCUS AREA GOAL

- D. Support Vulnerable Populations:** Address conditions which drive interactions with the County's child welfare, homeless rehousing, carceral, law enforcement, and justice systems.

STRATEGIES

- i. **Prevention:** Provide child welfare prevention supports (a continuum of primary, secondary, and tertiary) and youth development related programming and services, for at-risk, justice-involved, and transitional aged children, youth, families, and communities at all stages of the sequential intercept model and child welfare continuum of care model.
- ii. **Child Safety and Family Well-Being:** Invest in efforts and supports that promote child safety, protection, and family well-being using the child welfare continuum of care model, while building out the County's Systems of Care.
- iii. **Support the Long-Term Success of Transitional Aged Youth:** Implement a comprehensive integrated service delivery plan that ensures self-sufficiency for all transitional age foster youth once they leave care.
- iv. **Commercial Sexual Exploitation of Children (CSEC):** Support programs and services to prevent, protect, and serve CSEC youth and their families.
- v. **Diversion:** Provide misdemeanor and felony diversion programs and opportunities for justice-involved youth and adults in alignment with the sequential intercept model, and the child welfare continuum of care.
- vi. **Re-entry:** Invest in re-entry, release, and community supports for justice-involved and transitional aged youth and adults.
- vii. **Older Adults & People with Disabilities:** Support purposeful aging, enhance service delivery and care, promote accessibility, and champion an environment where the needs, health, well-being, and rights of older adults, people with disabilities, and those who are dependent are prioritized.
- viii. **Interpersonal Violence:** Invest in programs and efforts that prevent all types of interpersonal violence and provide support to those who have experienced any form of violence from others.
- ix. **Faith-Based Community Partnership:** Implement programs to partner with the faith-based community to support their efforts in serving the needs of vulnerable County populations.



STRATEGIES continued

NORTH STAR 2: Foster vibrant and resilient communities.

FOCUS AREA GOAL

- A. Public Health:** Address community-wide issues, social determinants of health, risks and conditions that contribute to health disparities and threaten healthy lifestyles, and environmental and community health.

STRATEGIES

- i. **Population Based Health:** Focus on our County health systems to improve health outcomes of individuals and communities with an emphasis on providing quality, accessible, and culturally-responsive services.
- ii. **Reduce Self-Harm:** Invest in programs and services to reduce the occurrence of overdose and suicide, and expand options to provide outreach, education, harm reduction programming, and treatment to individuals about the risk factors, warning signs, prevention, and alternatives to self-harm.

FOCUS AREA GOAL

- B. Care First, Jails Last:** Implement a new vision of community safety in LA County, one centered on health solutions and services provided in the community so that jail is the last option rather than the first and only response.

STRATEGIES

- i. **Community Engagement & Trust:** Support programs, services and operations that strengthen community relations and trust through law enforcement transparency and accountability.
- ii. **Systems of Care and Support:** Reduce the incarcerated population, depopulate and close Men's Central Jail, and expand the system of care and support in LA County to provide improved resources to and better meet the needs of justice-involved individuals.
- iii. **Integrated, Equitable, and Culturally-Responsive Services:** Implement the Board's care first vision to deliver integrated, equitable, and culturally-responsive pretrial and diversion services across the County.
 - a. Build Capacity: Continue to expand the system of care and support in LA County to provide improved resources to better meet the needs of justice involved individuals.
 - b. Independent Pretrial Services: Implement the Board's care first vision to deliver integrated, equitable, and culturally-responsive pretrial and diversion services across the County.
 - c. Jail Depopulation: Divert justice-involved individuals away from jails, in an effort to lessen the LA County jail footprint.
 - d. Create Connections: Increase opportunities, linkages, and connections to needed services and supports.
- iv. **Reduce Violence in Communities:** Develop comprehensive, place-based plans to reduce violence in high-need communities experiencing high levels of violence.

FOCUS AREA GOAL

- C. Public Safety:** Enhance the safety of the public and our communities by addressing the risks, danger, harm, and conditions that cause, drive, or can help mitigate unlawful activity and crime and supports law enforcement accountability and transparency.

STRATEGIES

- i. **Prevention, Protection & Security:** Support and invest in innovative practices, crime prevention resources and infrastructure to provide protection and security.
- ii. **Operational Enhancement:** Enhance organizational and administrative operations, and training of our public safety entities, to better serve the community.
- iii. **Law Enforcement Accountability and Transparency:** Support communication with the public on sensitive matters like staff conduct, use of force, and custody conditions, and enhance compliance through robust civilian oversight and compliance review processes.

STRATEGIES continued

FOCUS AREA GOAL

- D. Sustainability:** Focus on environmental justice, particularly in communities that have long endured industrial contamination, and “Our County” Sustainability Plan’s 12 broad, aspirational, and cross-cutting goals, that embrace positive change and address sustainability issues regionally. ([Our County: The Los Angeles County Sustainability Plan](#)).

STRATEGIES

- i. **Climate Health:** Mitigate climate change and build climate resilient communities.
- ii. **Green Economy:** Make an equitable transition to, and invest in the growth of, a carbon-free green economy.
- iii. **Natural Resources:** Support thriving ecosystems, habitats, and biodiversity.
- iv. **Environmental Justice:** Facilitate healthy communities and access to clean air, soil, and water, particularly in communities that have long endured industrial contamination.

FOCUS AREA GOAL

- E. Economic Health:** Deploy and diffuse community resources and investments through partnership with community-based institutions, organizations, corporations, and small businesses to enhance the economic health of all communities.

STRATEGIES

- i. **Community-Based Institutions & Organizations:** Strengthen the capacity, role, and partnerships with community-based institutions and organizations to help serve our communities and strengthen the social fabric within them.
- ii. **Small Businesses:** Invest in and sustain our small businesses to support them as they serve as the economic engines of our communities.
- iii. **Job Growth:** Identify opportunities to support job growth within small and large businesses.
- iv. **Disadvantaged Communities:** Invest in and strengthen the



economic capacity and infrastructure in historically disadvantaged and under-resourced communities.

FOCUS AREA GOAL

- F. Community Connections:** Invest in our communities and create public spaces and programs that are welcoming, accessible, where all residents can easily build relationships, create social networks, feel connected, and can access opportunities.

STRATEGIES

- i. **Engagement:** Engage businesses, community-based institutions, and community members to facilitate positive social connections and relationships.
- ii. **Community Participation:** Encourage community participation in government efforts and initiatives.
- iii. **School and Early Education Support:** Increase support for student and family school engagement and well-being through expansion of integrated student supports.
- iv. **Support Efforts to Engage Children and Families:** Identify philanthropic and other funding opportunities to extend programs and services for underserved youth and families, including early learning programs and mobile literacy services.

STRATEGIES continued

NORTH STAR 3: Realize tomorrow's government today.



FOCUS AREA GOAL

- A. Communication & Public Access:** Provide increased transparency and accessibility to government services and communication, including information that is easy to understand and available in multiple languages and formats.

STRATEGIES

- i. **Customer Service:** Support departmental efforts to improve customer service and to enhance efficiency and responsiveness to meet the needs of all residents.
- ii. **Stakeholder Engagement:** Ensure stakeholder engagement in policy development.
- iii. **Participatory Budgeting:** Enhance participatory budgeting efforts that provides opportunities for public engagement and community recommendations.

FOCUS AREA GOAL

- B. Diverse and Inclusive Workforce:** Strive to meet the highest standards and promote a more diverse and inclusive County workforce that seeks to be representative of County residents.

STRATEGIES

- i. **Outreach and Recruitment:** Conduct outreach, recruitment and hiring to increase diversity and inclusivity using best practices.
- ii. **Fairness and Equity:** Promote a fair and equitable workplace.
- iii. **Top-Rated Workforce:** Develop and retain a top-rate workforce committed to serving the people of Los Angeles County.

FOCUS AREA GOAL

- C. Equity-Centered Policies and Practices:** Institutionalize the use of an equity lens in County policies and practices.

STRATEGIES

- i. **Policies and Practices:** Ensure policies and practices that are equity-based, seek to eliminate barriers, and drive racial, social, and economic equity.
- ii. **Remediate Biased Policies and Practices:** Identify and remediate racist, gendered, ageist, and other biased policies that perpetuate inequity (<https://ceo.lacounty.gov/racial-equity-strategic-plan/>).
- iii. **No Wrong Door Approach:** Establish a true no wrong-door approach for people experiencing homelessness that interact with County systems, advance equity, and prioritize at-risk households.

STRATEGIES continued

FOCUS AREA GOAL

- D. Streamlined and Equitable Contracting and Procurement:** Implement streamlined and more equitable contracting and procurement systems and opportunities.

STRATEGIES

- i. **Accountability and Equity:** Strengthen the County's capacity to detect and avoid conflicts of interest in contracting and procurement processes, and create more equitable access.
- ii. **Modernize Contracting and Procurement:** Modernize the contract and procurement process to decrease timelines and increase the efficiency of awarding contracts and procurements.

FOCUS AREA GOAL

- E. Data-Driven Decision Making:** Use equity and data to continually assess and strengthen our efficiency and effectiveness, maximize and leverage resources, ensure fiscal responsibility, and hold ourselves accountable.

STRATEGIES

- i. **Facilitate Data Sharing:** Facilitate data sharing within and across departments to ensure policy and operational recommendations are well informed.
- ii. **Budgeting:** Revamp longstanding budgeting conventions so that they are equity-focused and data-driven.

FOCUS AREA GOAL

- F. Flexible and Efficient Infrastructure:** Use lessons learned from the recent pandemic to implement flexible and efficient administrative, technological, and physical infrastructures to meet the needs of our constituents.

STRATEGIES

- i. **Eliminate Time Tax:** Eliminate the time tax or administrative burdens experienced by our constituents by reducing or eliminating unnecessary processes that delay providing services. Eliminate financial burdens placed by delays in permitting and inspections, and expedite the time to provide refunds to property taxpayers.
- ii. **Modernize Infrastructure:** Evaluate our current IT infrastructure and capital projects, and address identified needs to replace or modernize legacy/obsolete infrastructure and to leverage technological advancements that increase visibility, accessibility, and ease of use for residents.
- iii. **Technological Advancement/Digital Divide:** Invest in equitable access to the internet, technology, and digital resources.



FOCUS AREA GOAL

- G. Internal Controls and Processes:** Strengthen our internal controls and processes, while being cognizant of efficiency, to continue good stewardship of the public trust and fiscal responsibility.

STRATEGIES

- i. **Maximize Revenue:** Implement processes to systematically leverage resources to help fund County initiatives.
- ii. **Manage and Maximize County Assets:** Maximize use of County assets, guide strategic investments (including real estate and space management) in ways that are fiscally responsible and align with the County's highest priority needs.
- iii. **Measure Impact and Effectiveness of our Collective Efforts:** Develop and operationalize a range of metrics and measures to track implementation and outcomes of the PLAN and other County initiatives.
- iv. **Enhance County's Fiscal Strength Through Long-Term Planning:** Develop and implement a plan to address the County's long-term unfunded liabilities and consider future financial implications of ongoing legal settlements and consent decrees.

CONCLUSION

CONCLUSION

This Strategic Plan is more than an ambitious declaration of what LA County aspires to accomplish in the next six years. It is our goal and commitment to the 9.7 million individuals who built their lives and futures here. For our constituents, we want it to be positive, lasting, and tangible in their everyday life. We want to work together with all partners to make this the best life we can from the time we hear a baby's first cry to the time we see an older adult's tears of joy at a life lived well.

While we have asked our constituents to Choose LA County, we are also choosing it ourselves. The County's future depends on our commitment to and achievement of the strategies in this PLAN. Our work begins today to serve our constituents better, increase our engagement, make good decisions, be accountable, and provide our residents with every chance at a good life.



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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

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



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

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

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@lacoedu
Web: <http://qualitystartla.org/>

Los Angeles County Employee Child Development Centers

Annex Montessori Child Care Center (K-Step Montessori)

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.
<https://kstepmontessori.com/>

CARES at LA County General Medical Center

2051 Marengo Street, Los Angeles, CA
90033
323.409.1000
Age groups: Birth to eleven years old
Hours of Operation: 6:30 AM - 5:15 PM

County Kids Place (KinderCare)

2916 South Hope Street
Los Angeles, CA 90007
213.699.7340
NAEYC accredited†
Age groups: Six weeks to six years old
Hours of Operation: 6:30 a.m. – 6:00 p.m.
www.kindercare.com

Crossroads Montessori Child Care Center (K-Step Montessori)

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.
<https://kstepmontessori.com/>

Discovery Time Children's Center (CDCLA)

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 | discoverytime@cdcla.org

Harbor-UCLA (KinderCare)

975 West Carson Street
Torrance, CA 90509
310.222.4274
NAEYC accredited
Age groups: Six weeks to six years old
Hours of Operation: 6:30 a.m. – 6:00 p.m.
www.kindercare.com

Exposition Park Montessori Child Care Center (K-Step Montessori)

1024 West 38th 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.
<https://kstepmontessori.com/>

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>
*(This is a community-based program offering
priority enrollment to County employees)*

LAC+USC Children's Center (CDCLA)

1401 North Mission Road
Los Angeles, CA 90033
323.409.2240
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 | lacusc@cdcla.org

MLK Jr. Learning Center (KinderCare)

12029 South Wilmington Ave
Los Angeles, CA 90059
424.338.1980
Age groups: Six weeks to six years old
Hours of Operation: 6:30 a.m. – 6:00 p.m., M-F
www.kindercare.com

Olive View-UCLA Infant/Child Development Center (CDCLA)

14445 Olive View Drive
Conference Center
Sylmar, CA 91342
747.210.3444
NAEYC accredited
Quality Start Los Angeles Participant
Age groups: Six weeks to five years old
Hours of Operation: 6:30 a.m. – 6:00 p.m.
www.cdcla.org | oliveview@cdcla.org

Updated – June 25, 2026



Rancho Los Amigos (KinderCare)

7755 Golondrinas Avenue
Downey, CA 90242
562.385.7981
NAEYC accredited
Quality Start Los Angeles Participant
Age groups: Six weeks to five years old
Hours of Operation: 6:30 a.m. – 6:00 p.m.
www.kindercare.com

Vermont Montessori Child Care Center**(K-Step Montessori)**

8300 S Vermont Ave
Los Angeles, CA 90044
323.549.4570
Quality Start Los Angeles Participant
Age groups: 2 months to five years old
Hours of Operation: 6:30 a.m. – 6:00 p.m.
<https://kstepmontessori.com/>

**Telstar Montessori Child Care Center
(K-Step Montessori)**

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.
<https://kstepmontessori.com/>

Van Nuys Early Education Center (CDCLA)

14350 Sylvan Street
Van Nuys, CA 91401
818.780.1922
Quality Start Los Angeles Participant
Age groups: Six weeks to five years old
Hours of Operation: 6:30 a.m. – 6:00 p.m.
www.cdcla.org | vnccdc@cdcla.org

For additional information on child care and development services, contact the Office for the Advancement of Early Care and Education at (213) 639-6202 or visit the Office's web page at childcare.lacounty.gov.

* Most Employee Child Development Centers are voluntarily participating in [Quality Start Los Angeles](http://qualitystartla.org), LA County's Quality Rating and Improvement System (QRIS). These sites are working to elevate their quality to serve our youngest learners and their families. Participating sites are rated every two years by an external observer using the [California Quality Continuum Rating Matrix](http://qualitystartla.org). A site is rated from 1-5 and the rating determines incentives and capacity-building efforts to enhance program quality and outcomes for children and families. For more information, visit <http://qualitystartla.org>.

† The National Association for the Education of Early Childhood (NAEYC) accredits early childhood programs based on 10 standards of quality, designed to help families make the right choice when they are looking for a child care center, preschool, or kindergarten. For more information, visit www.naeyc.org.

Section 4:

Reference Materials

Reference Materials

Title	Subject	Location
BASIC CHILD CARE PLANNING COMMITTEE (PLANNING COMMITTEE) MATERIALS		
Membership Manual		
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.	https://childcare.lacounty.gov/planning-committee/
General Membership and Meeting Resources		
Membership Roster	List of all current members, affiliations and category of representation.	https://childcare.lacounty.gov/planning-committee/
Meeting Schedule	A list of meeting dates and locations (as they are determined).	
OFFICE FOR THE ADVANCEMENT OF EARLY CARE AND EDUCATION AND PLANNING COMMITTEE PROGRAMS AND PROJECTS		
Workforce Pathways LA	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.	https://childcare.lacounty.gov/wpla/
Request to Change Service Area Priorities	Guidelines for requesting and reviewing requests from CDE/ Early Learning and Care Division (ELCD)-contracted agencies.	https://childcare.lacounty.gov/planning-committee/#1556031975116-fc4acc99-8be0
Voluntary, Temporary Transfer of Funds (VTTF)	Description of process for transfer of funds among CDE/ELCD - contracted agencies and request forms.	https://childcare.lacounty.gov/planning-committee/#1556031975116-fc4acc99-8be0

Title	Subject	Location
RESOURCES FOR PARENTS AND COMMUNITIES		
<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.	https://childcare.lacounty.gov/resources-for-families-and-communities/
<i>For Pregnant and Parenting Teens</i>	Guide on child care and development resources for pregnant and parenting teens.	https://childcare.lacounty.gov/wp-content/uploads/2016/09/Pregnant_and_Parenting_Teens.pdf
<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.	https://childcare.lacounty.gov/wp-content/uploads/2018/06/ChildrenSpecialNeeds-CCPCInclusionWorkGroup_30Sept15_Updated_28June18.pdf
LEGAL AND CONTRACTUAL REQUIREMENTS		
<i>Brown Act</i>	Introductory description and complete text of law regulating open public meetings.	https://leginfo.ca.gov/faces/codes_displayText.xhtml?lawCode=GOV&division=2.&title=5.&part=1.&chapter=9.&article
<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.	http://www.robertsrules.org/
<i>Local Planning Council (LPC) Program Requirements</i>	A description of the basic functions and mandates for each local planning council.	http://www.cde.ca.gov/sp/cd/re/lpc.asp
PLANNING COMMITTEE REPORTS AND PUBLICATIONS		
<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.	https://childcare.lacounty.gov/wp-content/uploads/2021/05/OAECE-Strategic-Plan_2020-2025.pdf
<i>Los Angeles County 2022 Needs Assessment – Technical Report</i>	The report focuses on three essential components of the early care and education system: access, quality and workforce.	https://childcare.lacounty.gov/wp-content/uploads/2023/09/Child-Care-Needs-Assessment-Los-Angeles-County-FINAL-11.3.22.pdf
<i>Early Care and Education Access Brief: 2023 Los Angeles County Early Care and Education Needs Assessment</i>	The report focuses on three essential components of the early care and education system: access, quality and workforce.	https://childcare.lacounty.gov/wp-content/uploads/2025/05/ECE-Booklet_5_21_25.pdf

Title	Subject	Location
PLANNING COMMITTEE REPORTS AND PUBLICATIONS - CONTINUED		
LPC Local Funding Priorities – 2025-26	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.	https://childcare.lacounty.gov/wp-content/uploads/2026/03/LPC-Funding-Priorities-Packet.pdf
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.	https://childcare.lacounty.gov/wp-content/uploads/2018/06/Matrix_PubliclyFundedECE_wCitations_29Aug17.pdf
COUNTY OF LOS ANGELES INFORMATION AND RESOURCES		
<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	http://bos.lacounty.gov/
<i>Supervisory Districts</i>	District maps, community listings, and contact information.	
OTHER RESOURCES		
<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.	www.ccala.net
<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	http://qualitystartla.org

Title	Subject	Location
OTHER RESOURCES - CONTINUED		
<i>Quality Start Los Angeles (QSLA)</i> (Continued)	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.	http://qualitystartla.org
<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.	https://childcare.lacounty.gov/resources/
<i>Department of Social Services, Community Care Licensing Division</i>	A list of offices and contact numbers; licensing guidelines, etc.	http://www.cdss.ca.gov/inforesources/Child-Care-Licensing
PUBLIC POLICY		
County		
<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.	https://ceo.lacounty.gov/legislative-affairs-and-intergovernmental-relations/
<i>Public Policy Platform</i>	Planning Committee and Roundtable public policy platform for the current legislative session.	https://childcare.lacounty.gov/wp-content/uploads/2024/09/PRT-CCPC-Policy-Platform-2025-26-Session-APPROVED-June-2024.pdf
State		
<i>Official CA Legislative Information</i>	Search for bills as introduced and amended, committee analyses and status updates.	http://leginfo.legislature.ca.gov/faces/home.xhtml
<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.	https://lao.ca.gov/Policy-Areas?areaid=4
Federal		
<i>Federal Legislative Districts</i>	Maps and links to Legislators' websites.	www.house.gov www.senate.gov
<i>Federal Legislation</i>	Legislative information from The Library of Congress, including access to bills.	http://loc.gov/