



CHILD CARE PLANNING COMMITTEE

April 2, 2014

12:00 p.m. – 2:00 p.m.

Los Angeles County Community Development Commission
700 West Main Street, Conference Room Babe Ruth A&B
Alhambra, CA 91801



PROPOSED AGENDA

- | | | | |
|-------|--|--------------------|--|
| 1. | Welcome and Introductions | | Richard Cohen, Chair |
| noon | ▪ Opening Statement and Comments by the Chair | | |
| 2. | Approval of Minutes | Action Item | Richard Cohen |
| 12:10 | ▪ March 5, 2014 | | |
| 3. | Public Policy Report | | Lisa Wilkin, Co-chair
Joint Committee on Legislation |
| 12:15 | | | |
| 4. | Report from the Policy Roundtable for Child Care and Development | | Karla Pleitez Howell
Member Representative |
| 12:30 | | | |
| 5. | Developing an ECE Credential: Presentation on the Efforts Underway by the California Commission on Teacher Credentialing-Appointed Task Group on Appropriate Preparation of ECE Teachers | | Jan Fish, Ed.D.
PEACH Consultant,
LAUP County ECE Workforce Consortium and CSUN
Professor Emerita |
| 12:40 | | | |
| 1:00 | ▪ Discussion | | |
| 6. | Low Income Investment Fund (LIIF): Investing in What Works in Early Care and Education | | Joyce Robinson
Program Officer, LIIF and LA
ECE Bridge Fund |
| 1:20 | | | |
| 7. | Announcements and Public Comment | | Andrea Joseph |
| 1:35 | ▪ Child Care Planning Committee Membership Recruitment – 2014-15 | | |
| | ▪ Temporary, Voluntary Transfer of Funds | | |
| 8. | Call to Adjourn | | Richard Cohen |

Next Meeting

Wednesday, May 7, 2014 ▪ 12:00 – 2:00 p.m.
Los Angeles County Department of Public Works
900 South Fremont Avenue, Alhambra Room
Alhambra, CA 91803

MISSION STATEMENT

The mission of the Child Care Planning Committee is to engage parents, child care providers, allied organizations, community, and public agencies in collaborative planning efforts to improve the overall child care infrastructure of Los Angeles County, including the quality and continuity, affordability, and accessibility of child care and development services for all families.

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Los Angeles County Child Care Planning Committee

Center for Healthy Communities at The California Endowment

1000 N. Alameda St., Mojave Room

Los Angeles, CA 90012

Meeting Minutes – March 5, 2014

Members in Attendance: (26) Ofelia Aguilar, Rocio Bach, Darlene Cabrera, Ana Campos, Edilma Cavazos, Richard Cohen, Teresa Figueras, Mona Franco, Andrea Joseph, Jennifer Kuida, Terri Lamb, Ritu Mahajan, Cyndi McCauley, Patricia Moreno Pascover, Alba Perez, Dianne Philibosian, Nora Garcia-Rosales for Nurhan Pirim, Ancelma Sanchez, Judy Sanchez, Kathy Schreiner, JoAnn Shalhoub-Mejia, Fiona Stewart, Holli Tonyan, Jenny Trickey, Lisa Wilkin and Carolyn Wong

Guests and Alternates: Kate Anderson, Robert Beck, Karla Pleitez Howell, Pat Mendoza, Doris Monterroso, Cyndee Riding, Joyce Robinson, and Connie White

Staff: Michele Sartell, Jocelyn Tucker

I. Welcome and Introductions

Richard Cohen, Chair, opened the meeting at 12:13 p.m. He welcomed members and guests and requested self-introductions.

Richard commented on the potential in the field of early care and education given the attention at both the federal and state levels. He noted the President's proposed budget, while predicted as "dead on arrival", elevates the importance of investing in early care and educations with proposed increases in funding. Moving locally, California has always been a boom or bust town – while the field is still suffering the fallout of tough economic times, there is a sense that things are on the upswing. Richard concluded by quoting the title of the e.e. cummings poem, "here's to opening and upward".

II. Approval of Minutes

The Chair called for a motion to approve the minutes from February 5, 2014. Dianne Philibosian made the motion to approve; the motion was seconded by Jenny Trickey. The motion passed by the members present, with Holli Tonyan abstaining.

III. Report from the Roundtable for Child Care and Development

Karla Pleitez Howell, the Planning Committee's liaison to the Policy Roundtable for Child Care (Roundtable) and Development, reported that Cagle Moore, Assistant Program Manager with the California Department of Social Services/Community Care Licensing Division (CDSS/CCLD) is now attending the Roundtable meetings on a quarterly basis. At the February meeting, he reported on implementation of a number of bills approved in 2012 relating to licensing. Among the bills, he mentioned AB 1991 (Chapter 122), which exempts certain providers (mostly school age programs) from licensure; AB 2109 (Chapter 821) requiring parents who request an exemption from immunizations receive consultation from a health care provider as a condition of obtaining the waiver; and AB 1707 (Chapter 848), which clarifies criminal exemptions in relationship to the Child Abuse Central Index.

Karla also serves as an *ex officio* member of the First 5 LA Commission on behalf of the Roundtable. The Commission has initiated its strategic planning process that will take it through the next five years. First 5 LA will be convening focus groups; Karla suggested that the Planning Committee may want to consider offering comments to the plan. First 5 LA is cognizant of the

diminishing funding source as the use of tobacco has decreased over the years and the impact that has on the current investments.

Richard commented that the Advancement Project, on behalf of First 5 LA, is conducting an early care and education landscape that is intended to help think about sustainability and their transition to serve as a catalyst/partner rather than an initiator.

IV. Nuts and Bolts to Tracking Legislation

Michele Sartell, staff to the Planning Committee, referred members and guests to their meeting packets for the following materials: Planning Committee and Policy Roundtable for Child Care and Development Public Policy Platform for the Second Legislative Session – 2012-14, a summary of the State Legislative Calendar for 2014, and the matrix of child care and development legislation being considered by the California legislature for 2014.

Michele provided a brief background on the respective roles of the Planning Committee and the Roundtable with respect to tracking, reviewing and commenting on public policy items, which begins with their Public Policy Platform that is reviewed annually and contains items that are included in the County's Legislative Agenda. She then reviewed the legislative calendar, including what to expect as bills are introduced and how they proceed through the legislature.

V. Public Policy Report

Lisa Wilkin, Co-chair of the Joint Committee on Legislation reported that the Department of Finance has released Budget Trailer Bill Language (TBL) that would, if passed, codify the budget proposal relating to Community Care Licensing to centralize certain functions, increase licensing fees, and increase civil penalties when a program is out of compliance. This proposal is independent of AB 1454 (Calderon) that would subject licensed facilities to annual, unannounced licensing inspections. Lisa relayed that civil penalties would be tied to the size of the licensed program with the imposition of fees up to five times of the annual license per day per violation. She noted that the proposal impacts all licensed programs inclusion of child development centers and family child care homes as well as adult and elderly facilities and foster homes. She suggested further study of the TBL and informing the Board of Supervisors to the potential impacts that might be brought to bear on licensed programs.

Lisa also mentioned the Governor's proposal for a CalWORKs Parent/Child Engagement Demonstration Project that, in part, would facilitate the participation of the most vulnerable families receiving CalWORKs in licensed child care programs as it supports their meeting welfare-to-work requirements. TBL has been introduced to codify this proposal as well if approved.

Lisa next referred members, alternates and guests to the matrix of legislation under consideration by the State legislature. Among the bills she highlighted are: AB 641 (Rendon), which would allow collective bargaining of family child care providers – introduced during the first session, this inactive bill may be resurrected given recent efforts of the Service Employees International Union (SEIU); and SB 1123, introduced by Senator Liu as a spot bill to serve as the companion to SB 837 (Steinberg), would create the Strong Start program.

The Joint Committee on Legislation meets on the fourth Monday of the month from 10 a.m. to 12 p.m. at the Los Angeles County Office of Education (LACOE) Head Start-State Preschool located in Santa Fe Springs. Anyone interested in learning about the meetings was encouraged to contact Michele Sartell.

VI. Transitional Kindergarten for All (SB 837 (Steinberg))

Karla Pleitez Howell referred members, alternates and guests to the handout reflecting the February meeting breakout discussions that focused on quality, workforce, mixed delivery, and children ages birth through three and alignment with federal initiatives. As background to the discussion and next steps, Karla reminded meeting participants of the Planning Committee's strategic planning process that resulted in the Planning Council Role Work Group to facilitate one voice on policy issues that impact child care and development. Next steps following this meeting are taking the document to the Roundtable for consideration and potentially framing for presentation to the Board of Supervisors.

Karla reviewed the organization of the document that begins with background information, followed by an overview of the Roundtable and Planning Committee's Public Policy Framework. Next, the document summarizes the potentially positive aspects of SB 837, including providing a funding source to ensure that all four year old children have access to high quality preschool and addressing issues of importance to the workforce with respect to qualification and compensation on par with K-12 education. She then asked members, alternates and guests to respond to the questions and recommendations listed in the matrix under the following categories: facilities, mixed delivery system, funding for transitional kindergarten (TK) and zero through three early care and education programs, professional development, preschool learning foundations/curriculum, data collection/program evaluation, workforce, and teacher qualifications and credential.

Karla responded to the question of licensing that was raised at the February meeting. There are existing requirements for kindergarten indoor and outdoor space, however she noted that kindergarten classrooms may not be appropriate as currently designed for four-year-old children. Many school districts use portables to increase capacity, however there is concern about their appropriateness for young children. Dianne Philibosian referred to her work with Gretchen Anderson to develop guidelines for school districts on the type of facilities appropriate for preschool age children to ensure age appropriateness. The website, www.designchildcare.com, contains reports and books that they have written with input from landscape architects, architects, developers, child care consultants and more on space for young children, including adopting modular spaces as child care facilities.

Additional discussion evolved around Title 22 requirements for space and whether the minimum required is adequate. Also, it will be important that if SB 837 passes, efforts are needed at the local level to ensure that school districts and community-based organizations are meeting agreed upon levels of high quality.

Members then weighed in on the proposal to create TK standards. At the February meeting, it was noted that the existing preschool learning foundations provide the framework for working with four year old children. As such, it was suggested that a new set of standards is unnecessary.

Karla thanked members, alternates and guests for their input and invited additional comments be sent to her via e-mail by March 10th to be incorporated into the document before the Roundtable meets on March 12th. Karla also thanked the facilitators of the breakout sessions – Randi Wolfe (workforce), Dianne Philibosian (quality), Richard Cohen (mixed delivery), and Tessa Charnofsky and Carolyn Brennan (zero thru three/federal initiatives alignment).

VII. Access/Inclusion Work Group Report

Ritu Mahajan, Co-chair of the Access/Inclusion Work Group with Ana Campos, presented the proposed changes to 'Guidelines for Reviewing Requests for Change to Service Priorities' and the form, 'Change to Service Priorities'. The changes reflect the Planning Committee's role to weigh in

on requests and note whether it supports the change based on established zip code priorities rather than approve/disapprove, which falls under the purview of the California Department of Education/Early Education and Support Division (CDE/EESD).

Kathy Schreiner made a motion to accept the revisions to the Guidelines and form; the motion was seconded by Jenny Dianne Philibosian. The motion was unanimously passed by the members present.

Ritu reported that requests to relocate subsidized child care and development services have been received from four community-based organizations and one school district since September 2013. Most requests to relocate were in response to increased rent costs and/or moving to an area of priority with less saturation for services. One request was to expand their Family Child Care Home Network service area. All but one request were to communities with designated priority zip codes due to the number of eligible children not served by existing capacity. The exception was reinstating subsidized services at a site that has a demonstrated need in which all of the enrolled children are members of income eligible families.

It was suggested that future quarterly reports be presented as an analysis that looks at why programs are relocating as a means to shape future planning. In addition to sharing the analysis with the Planning Committee, it was thought that this would be good information to submit to the CDE/EESD.

Ritu next provided an update on the Access/Inclusion Work Group activities to date to implement the Strategic Plan. As a first step, the Work Group is seeking to understand the resources currently available with respect to inclusion and access. Efforts are underway to explore with Patricia Herrera of 211 LA County and Dr. Marian Williams of the University of Southern California (USC)/Children's Hospital Los Angeles (CHLA) created a mapping resource tool (i.e. an "App") for families with children at risk for or with disabilities or special needs, using the tool currently posted on the Office of Child Care website as the foundation. This item will be on the April meeting agenda. Additionally, the Work Group is seeking to work with other community partners to help families access services, including families involved with the Department of Children and Family Services (DCFS); looking at legislation that impacts access and inclusion; and exploring making information available on facilities vacated by child care and development programs that may be put to use by organizations that need space. To this end, information about centers closed since 2013 can be accessed from CDSS/CCLD for a cost of \$50. The Work Group is considering drafting a sample letter on how to access this information.

VIII. Launch of Membership Recruitment for 2014-15

Ancelma Sanchez and JoAnn Shalhoub-Mejia announced the availability of applications for membership for 2014-15. Application materials were included in the meeting packets and are posted on the Office of Child Care website at www.childcare.lacounty.gov. JoAnn reminded members that they need to submit an application to renew their membership. Members also need to select an alternate who matches their category of membership. Nominations are being accepted for a Vice Chair; members may self-nominate or nominate another member. Applications are due by May 8, 2014.

IX. Checking In: Where we are and where we are going

With time remaining, Richard asked for comments regarding the monthly meetings, including agendas and structure meetings. A couple of comments were offered as follows:

- Enjoy sessions that allow for input
- Opportunities to work at the strategic level rather than reacting to something/promoting the one voice

X. Announcements and Public Comment

- First 5 LA has released applications for funding conferences/events to support knowledge sharing activities that advance the field of early child development. The announcement was included in the meeting packets.
- The U.S. Department of Health and Human Services, Administration for Children & Families has posted information on the Early Head Start-Child Care Partnerships at www.acf.hhs.gov/programs/ecl/early-head-start-child-care-partnerships. A copy of the home page and the PowerPoint describing the program were included in the meeting packets.

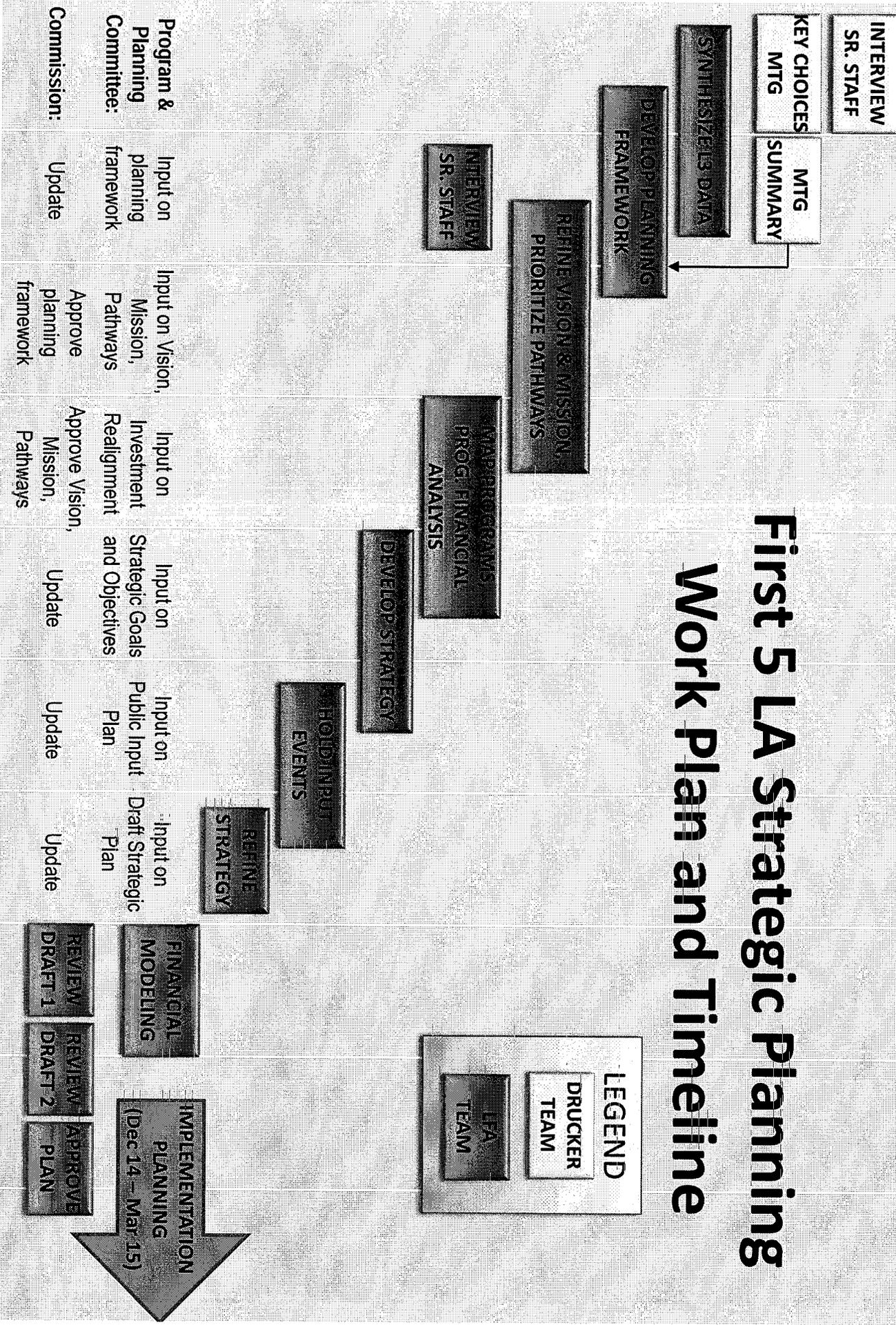
XI. Adjournment

The Chair called for a motion to adjourn. Joanne Shalhoub-Mejia made the motion; Holli Tonyan seconded the motion. The meeting was adjourned at 2:00 p.m.

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March 2014	April 2014	May 2014	June 2014	July 2014	August 2014	Sept 2014	Oct 2014	Nov 2014	Dec 2014
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First 5 LA Strategic Planning Work Plan and Timeline



Many levels of involvement are required to develop and approve F5LA's strategic plan

Body	Roles & Responsibilities	Decision-Making Authority
Steering Committee	<ul style="list-style-type: none"> Provide internal leadership and coordination Maintain process direction and focus Lead and/or support Board and P&P discussions, including preparing materials 	<ul style="list-style-type: none"> Approves recommendations on options, opportunities and strategies for Board consideration Approve meeting agendas and materials
Strategic Planning Workgroup	<ul style="list-style-type: none"> Provide substantive information and/or data related to First 5 LA investments Represent specific First 5 LA content areas Members who are not part of the Steering Committee serve as department representative/allison Inform key elements associated with the strategic plan Provide input on engagement of broader First 5 LA staff 	<ul style="list-style-type: none"> Provide recommendations on options, opportunities and strategies for Board consideration
Program & Planning Committee	<ul style="list-style-type: none"> Board-delegated body responsible for final recommended strategic plan Engage the Commission as needed; ensure that the planning process addresses the Commission's planning and decision-making needs Review and provide input into key products comprising and informing the strategic plan 	<ul style="list-style-type: none"> Endorse strategies and related products for recommendation to the Commission
Board of Commissioners	<ul style="list-style-type: none"> Receive regular updates on progress of the strategic planning process Provide feedback regarding, and ultimately approve key products comprising and informing the strategic plan (including any needed revisions to mission and/or vision) Review, debate, and ultimately approve the proposed strategic plan 	<ul style="list-style-type: none"> Approves planning framework Approves revisions to mission/vision (as needed) Approves strategic plan (i.e. goals and investment priorities)
Public Stakeholders	<ul style="list-style-type: none"> Provide comments on key decisions and priorities identified by Commission 	<ul style="list-style-type: none"> Review and provide feedback



ECE Teacher Credentialing in California: An Update

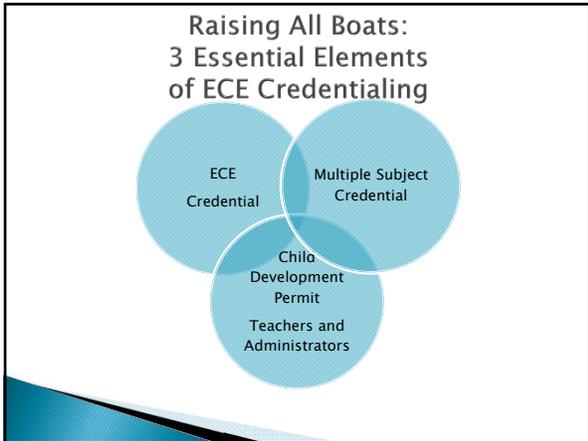
Dr. Jan Fish, PEACH Consultant
 Los Angeles County Child Care Planning Committee
 MARCH 12, 2014

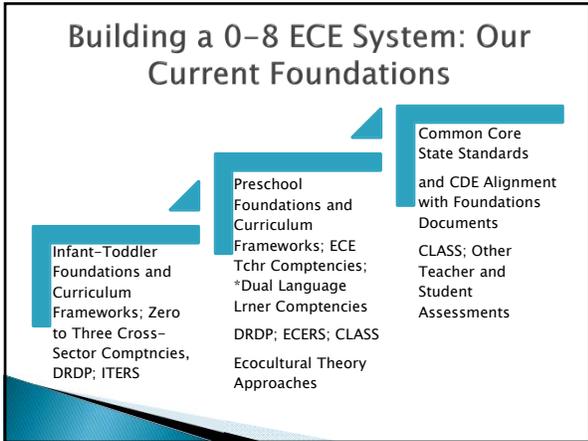
Today's Objectives

- ▶ Share recent developments regarding an ECE Credential in California.
- ▶ Hear your thoughts and perspectives regarding CD Permit revision, development of an ECE Credential, and modifications to the Multiple Subject Credential.
- ▶ Create a plan for us to stay in touch about related events in the future.

Recent Developments in California

- ▶ Commission on Teacher Credentialing (CTC) has agreed to modify current Multiple Subject Credential
- ▶ CTC appointed Task Group to explore Appropriate ECE Teacher Credentialing
- ▶ Task Group met October, 2013 through January, 2014.
- ▶ Agenda item regarding Appropriate ECE Teacher Credentialing will be presented at June 19-20 CTC meeting. (Please plan to participate in person or by webcast: www.ctc.ca.gov)





Overarching ECE Principles

- ▶ 1. **Relationships are central.**
- ▶ 3. **Growth, development, and learning are integrated.**
- ▶ 4. **Intentional teaching**
- ▶ 5. **Family and community partnerships (an ecological perspective)**
- ▶ 6. **Individualization of learning** includes all children.
- ▶ 7. **Responsiveness to culture and language**
- ▶ 8. **Reflective practice, including observation, child and program assessment, and planning.**
- ▶ 9. **Early childhood environments reflect and incorporate** all of the principles above.
- ▶ 10. **Ongoing professional development and learning,** as well as preparation, support, and resources for teachers, are key to quality.

Evidence–Based Principles *(adapted from the California Preschool Foundations Framework)*

The Early Childhood Period Is birth through 8 years of age

- National Association for the Education of Young Children recognizes 0–8.
- The recent change of name of our CDE Child Development Division to Early Education Support Division also recognizes early childhood as 0–8 (and now includes through 13 years).
- LAUSD Board voted in June, 2013 to acknowledge that early childhood encompasses 0–8.
- San Mateo County Board and Superintendent of Schools recently voted to recognize early childhood education as 0–8 and officially support the development of an ECE Credential in California.

NAEYC Standards for EC Professional Preparation

- ▶ Revised in 2010
 - Describes what professionals are expected to know and do
 - Defines essential learning outcomes in professional preparation programs and presents shared vision of excellence
 - Ensure EC teachers apply specialized knowledge of *child development, families, pedagogy, and academic disciplines*
- ▶ Designed to be relevant across a range of EC roles and settings, and across degree levels (AA, BA, MA)
- ▶ Used in higher education accreditation systems, state policy development, program improvement planning

NAEYC Standards for EC Professional Preparation

- ▶ Define the *early childhood* period as spanning the years from birth through age 8
 - Recognizes that EC professionals and programs may choose to specialize within the EC spectrum
- ▶ Believe EC professionals should have in-depth knowledge and skills in at least 2 of 3 periods*
 - *Infants/toddlers, preschool/preK, early primary grades
- ▶ Incorporate “each child” (as opposed to “all children”)
- ▶ Each standard includes *field or clinical experiences*

NAEYC Standards for ECE Professional Preparation

6 Standards

- ▶ Promoting child development and learning
- ▶ Building family and community relationships
- ▶ Observing, documenting, and assessing
- ▶ Using developmentally *effective* approaches to connect with children and families
- ▶ Using content knowledge to build meaningful curriculum
- ▶ Becoming a professional

CTC Description

- ▶ Only 13 states in the U.S. have an equivalent body.
- ▶ CTC is part of the Executive Branch of CA government.
- ▶ 15 voting members (ex-officio members include representatives of UC, CSU, Independent IHEs and a new CCC representative).

CTC Responsibilities

- ▶ Credentialing and Credential and CD Permit application and renewal processing
- ▶ Establishing program and institutional standards and common standards and accrediting programs at IHEs.
- ▶ Conducting accreditation of IHE teacher preparation programs , focusing on 1) program accountability; 2) ensuring high quality programs; and 3) ensuring continuous program improvement.

The Child Development Permit

- ▶ Our Child Development Permit Matrix has not been revised since the 1990s.
- ▶ Unlike CTC responsibilities for Credentials, CTC is responsible for processing CD Permit applications and renewals yet CTC is not responsible for
 - IHE Preparation Program Standards nor
 - Program Review and Accreditation

Support for Revision of Child Development Permit

- ▶ Two California stakeholder surveys (EPEC and CCELP) concluded a revision of the CD Permit was needed
- ▶ Other initiatives provide foundation for CD Permit Structure revision...
 - ▶ California Early Childhood Educator Competencies
 - ▶ CAP alignment of EC teacher preparation coursework within the CA Community Colleges
 - ▶ Integration of CAP courses and the Transfer Model Curriculum into transfer paths to the CSU system
 - ▶ WestEd/Packard ECE Career Ladder Stakeholders' Meeting held 3/27/14

Implications of National Trends for Current MS Credential

- ▶ The majority of states already have one or more credentials specific to a grade span of the early childhood years 0-8.
- ▶ California is the only state where one credential authorizes the holder to teach a grade/age span of pre-K thru 12th grade (and adults in some settings).
- ▶ CTC's TAP has recommended organizing Multiple Subject credential across two grade/age spans.
- ▶ NAEYC and many states' ECE professional preparation programs reflect candidates' fieldwork and student teaching with children across 3 age spans (infant-toddler, preschool-preK, TK-grade 3).

Development of ECE Credential Reflecting National Trends

- ▶ 39 states and DC require a BA (and 28 of these require BA + ECE credential/certification) for preschool lead teachers
- ▶ Recent initiatives that indicate need for teachers to have Child Development–ECE knowledge and skills
 - ▶ Obama Federal Preschool Proposal
 - ▶ Existing CA TK Program Initiative and
 - ▶ CA Bills--SB 837 and SB 1123 to expand TK and address programs for 0 through 3-year-olds and wrap-around services.

Your Feedback is Critically Important.

- ▶ What do you think the benefits and challenges are for development and implementing an ECE Credential, a modified Multiple Subject Credential and a revised Child Development Permit Matrix?
- ▶ Please complete the feedback form and turn it in before you leave.
- ▶ Provide your email address if you wish to keep in touch about events in the future.

Dr. Jan Fish, PEACH Consultant,
janetfish280@gmail.com

**Los Angeles County Child Care Planning Committee
Feedback
April 2, 2014**

1. *What benefits and challenges do you see with the development and implementation of an ECE Credential for teachers of ages 0-8 years?*

Benefits

Challenges

2. *Acknowledging that all three elements are interrelated and one element cannot be approached in isolation—What priority do you give each—?
Please rank 1-3, (1= top priority; 2= second priority; 3= third priority)*

_____ *Revision of the Child Development Permit*

_____ *Development of an ECE Credential*

_____ *Modification of the Multiple Subject Credential*

What is your rationale for ranking your #1?

3. *Please describe your ECE-related work/professional position:*
4. *What other stakeholders should be invited to future meetings on this topic?*
5. *Would like to receive updates about related events? Please provide your contact information:*

Your Name

Your position

Your Email Address

6. *Additional Comments and Suggestions: (Please use reverse side of paper.)*

Thank You!

Dr. Jan Fish, PEACH Consultant

janetfish280@gmail.com

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Low Income Investment Fund



capital for healthy families & communities

LIIF's Vision

- LIIF is a national community development financial institution (CDFI)
- LIIF creates pathways of opportunity for low income people and communities
- LIIF serves the most vulnerable people and places



1

LIIF's 10-Year Goal

LIIF will mobilize \$1 billion to serve 1 million people for American communities




2

Investing in What Works



3

What We've Done

- Invested over **\$1 billion** in communities nationwide
- Leveraged **\$6.6 billion** of additional investments



4

What We've Done

- 61,000 units of housing
- 191,000 spaces for child care
- 62,000 spaces for students



5

What We've Done

- 88,000 jobs created/retained
- 600 women-owned child care businesses
 - 60% income growth
- 2,000 child care centers “greened”
 - 60% carbon footprint reduction



6

Investing in ECE in Alameda and San Francisco Counties



7

Investing in ECE in Alameda & San Francisco Counties

In 1998, the Child Care Facilities Fund was launched as a strategic public/private partnership that works to create, enhance and preserve quality child care spaces for every child in San Francisco.



8

Strategic Investments

- Pre-development and Facilities Development Grants: \$20,000 up to \$300,000, respectively
- Quality Grants based on ECERS-R and FDCRS-R: \$2,000 - \$8,000
- Facilities Loans: \$500,000 - \$1.5 million
- “Kids Are Our Business” Fund
 - Create, enhance and preserve child care businesses with loans of \$5,000 – \$20,000
 - Zero-interest loan fund



9

Business Capacity Building

- Workshops & Technical Assistance
 - Financial
 - Human Resources
 - Board Development
 - Business Expansion
 - Capital Campaigns
 - Business Strategic Planning
 - Program/Business Administration Scales (PAS/BAS)



10

Investing in ECE in LA County



11

LA ECE Bridge Fund

PURPOSE

- To provide 0% interest recoverable grants to CDE contractors by bridging the gap in contract payments
- Fund at least 5 contractors for a maximum of \$200,000 each, additional funding on a case by case basis.
- Potential to leverage up to \$4 million for the fund



LA ECE Bridge Fund

Background

- January 2010, LIIF began conversation with LA Office of Child Care about creating a bridge fund
- May 2012, California Community Foundation approved \$1,075,000 to create the LA ECE Bridge Fund
- June 2013, First 5 LA matches with \$1,075,000



FY 13-14 Year Fund

\$1 million each from:

- California Community Foundation
- First 5 LA

LA Bridge Fund Review Committee

- California Community Foundation
- First 5 LA
- The LA Child Care Planning Committee
- The Advancement Project
- Alliance for a Better Community



Outcomes

Funding to date:

- **9 agencies funded**
- **Total: \$1,832,671 awarded**



Outcomes

FY14: Number of persons receiving continued services

- 39 centers remained open
- 2,197 child spaces maintained
 - 538 infant/toddlers
 - 1,659 preschoolers
- 1,733 parent jobs supported
- 453 staff jobs retained



Technical Assistance Workshop

October 2013

“Don’t Let The Green Book Get You Blue”

- Received training on how to maximize and earn contracts
- 20 participants from the 9 funded agencies



Next Steps for LA County

- *TA and training*
 - Building business capacity
 - Facility development
- *Exploring possible collaborations for advocacy*
- *Expanding the fund for additional uses*
- *Potential for leveraging additional funding to support facilities, gardens and additional business support*



FY 14/15 Repayable Grant Process

- Eligibility: Non profit, CDE center based contractor
- Information meetings to review application process for 2014:
 - Wednesday, April 9 9:00-11:00 Options Pasadena
 - Thursday, April 10 10:00-12:00 Crystal Stairs
- Applications and documentation--due Friday, May 9
- Target: First awards by middle of June



Thank You!

For more information or to sign up for an information meeting, contact:

Joyce L Robinson
Program Officer
LA ECE Bridge Fund
jrobinson@liifund.org
213) 627-2394

600 Wilshire Blvd, Suite 890
Los Angeles, CA 90017



Main Office:
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