

COUNTY OF LOS ANGELES



CHILD CARE
PLANNING
COMMITTEE

POLICY • PLANNING • PRACTICE

MEMBERSHIP MANUAL

Prepared by the Office of Child Care
Service Integration Branch/Chief Executive Office

MEMBERSHIP MANUAL



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Child Care Planning Committee Membership Manual

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Background

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, which created local child care planning councils 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 local councils 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 (Planning Committee) in January of 1993.

In 1997, 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 priorities for State-funded child care and development services.
- Conduct a countywide needs assessment at least every five years.
- Conduct periodic review of child care programs funded by the California Department of Education (CDE) and Department of Social Services related to meeting priorities.
- Collaborate with stakeholder groups to meet local needs.
- Develop a comprehensive countywide plan for child care and development services.
- Coordinate part-day Head Start and State Preschool programs with full-day child care.

Mission

The mission of the Los Angeles 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 families.

The Planning Committee works collaboratively with other County planning groups:

- Policy Roundtable for Child Care and Development
- First 5 LA Commission
- LAUP | Los Angeles Universal Preschool
- Los Angeles Preschool Advocacy Initiative

The Office of Child Care, within the Service Integration Branch of the Chief Executive Office, supports the work of the Planning Committee. Within this branch of County government, the Planning Committee is positioned to work with County departments, as well as the above-mentioned groups, to improve the well-being of children and families in Los Angeles.

Meeting Schedule

The Planning Committee meets on the first Wednesday of each month at various sites throughout the County.

The public is welcome to attend all Planning Committee meetings and to participate in its Work Groups. Please contact the Office of Child Care at (213) 974-4103 to verify the location of the meetings, or visit the website at www.childcare.lacounty.gov.



Major Accomplishments – 2000-15

- Assessed county child care supply and demand (2000, 2003, 2006, 2011 and 2013). Created a website with needs assessment data at <http://gismap3.co.la.ca.us/childcare> (2006).
- Developed geographic priorities for allocation of new child care subsidy funds (2000-2015).
- Developed a comprehensive Strategic Plan, identifying goals related to increased capacity, improved quality, enhanced workforce qualifications and compensation, increased accessibility, and improved systems of information and service to families and providers in 2003; updated in 2008.
- Created new five-year Strategic Plan (2013-18) with four overarching goals: quality, access, Planning Council role and workforce.
- Developed countywide Centralized Eligibility List (LACEL) for families seeking subsidized child care and development services (2003-2011).
- Developed a Model Compensation Scale for center-based child development staff and for Program Directors (2004-2009).
- Conducted/sponsored countywide surveys on: compensation and education of child care center personnel (2002, 2005-06); family child care (2003, 2006); special needs (2003); vacancy (2004-2005); low-income families waiting for child care (2006); and license exempt school-age child care (2005-06, 2009).
- Reviewed the amount of under-utilized funding and the underlying causes of under-earned child development contracts in Los Angeles County (2007-08).
- Conducted an economic impact study of child care in Los Angeles County (2007-08).
- Distributed approximately \$37.7 million in stipends to qualified early educators through the Investing in Early Educators Stipend Program (AB 212), which promotes higher levels of education (2002-2015).
- Facilitated transfer of \$2 million among CDE-contractors, which allowed the funding to be used in Los Angeles County since 2009.

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. Membership terms are three years, renewable each year. Each member may serve up to two three-year terms. A Chair is elected to serve a two-year term and a Vice Chair is elected to serve a one year term.

The five membership categories are as follows:

Parent Consumers (or guardians) who are using or have used child care and development services for their children within the past three years.

Child Care Providers, both center-based, and family child care.

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

Contact Information

The Office of Child Care provides staff support to the Planning Committee.

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Website: www.childcare.lacounty.gov

POLICIES AND PROCEDURES

I. Standard Operating Procedures

Anything not covered by the following policies and procedures will revert to Robert's Rules of Order.

II. Membership

RECRUITMENT OF CHILD CARE PLANNING COMMITTEE MEMBERS

The Governance Work Group of the Child Care Planning Committee (Planning Committee) will conduct recruitment in support of the recommending/appointing bodies, and in compliance with the membership categories defined in the *Education Code Sections 8499 - 8499.7*. To ensure optimal representation and access to this process, recruitment and outreach will be undertaken no less than three (3) months prior to the selection of members. Recruitment and selection will take into consideration geographic and ethnic representation, and will ensure that there will be at least one (1) member from each of the Service Planning Areas:

- Diversity within each category will be a primary consideration in the selection of members. For example, in the "Child Care Providers" category, every effort will be made to include representatives of programs operated under a variety of auspices (public, non-profit, for-profit, church-related, cooperatives, family child care, resource and referral/alternative payment programs, etc.).
- Appropriate nominating groups will be designated for each of the membership slots. Each of the five Board of Supervisors will name one member. The Superintendent of the County Office of Education will recruit members through local School District Superintendents.
- Prospective members will be asked to identify any family members serving on the Planning Committee. In the event that multiple family members are seeking to serve on the Planning Committee, the Governance Work Group will consider the Planning Committee's commitment to diversity, the skills of each member, and ability of each individual to contribute to the mission of the Planning Committee.
- The Governance Work Group will review the membership applications in consultation with the Child Care Planning Coordinator and recommend a membership slate to the Planning Committee for action. Any participant of the Governance Work Group who is being considered for membership cannot participate in the discussion of a membership roster or the final recommendations for membership that will be forwarded to the full Planning Committee. This includes alternates who have applied to become members and members whose first three year term is expiring and wish to extend their membership for another three year term.
- Nominees will be presented for appointment before September of each year.

ALTERNATES

Each member will name an alternate to serve in his/her absence, and will give Planning Committee staff the alternate's name and contact information (address, telephone number, e-mail address, etc.). The member is responsible for maintaining communication with the alternate regarding the business of the Planning Committee and for ensuring that the alternate is available to attend meetings. Alternates are encouraged to attend and participate in discussions at all Planning Committee and Work Group meetings. In the absence of the member, the alternate will be entitled to vote.

If a member chooses to identify different persons to serve as his/her alternate for the Planning Committee and for a Work Group, it is the member's responsibility to provide Planning Committee staff the appropriate information on both alternates.

TERMS OF OFFICE

Members will serve three-year terms, and may serve for up to two (2) consecutive three-year terms without a break. Former members will be eligible for re-nomination after a one (1) year hiatus.

An individual's term of membership may be terminated prior to the end of three (3) years due to: changes in employment or residence; conflict of interest issues; excessive absence (see II. Attendance and Participation); or other changes in status that affect the member's representation on the Planning Committee. When this occurs, the individual designated as the member's alternate will no longer serve in this capacity.

Members designated by a Board Office serve at the discretion of the Board members who designated them and may do so beyond the six year limit. A member designated by a Board office may be replaced under the following conditions: 1) the choice of the Supervisor; 2) the resignation or retirement of the Supervisor from the Board; or 3) the unsatisfactory participation of the designated member in which case the procedure described in Section III is implemented.

OFFICERS

There are two (2) Officers of the Planning Committee: Chair and Vice Chair.

The term of the Chair will be two (2) years. If the Chair's membership term expires during his or her term as Chair, the membership term will be extended through the completion of term of office.

The Chair of the Planning Committee shall: 1) Chair the Planning Committee meetings; 2) help develop the agenda for each meeting; 3) sign all documents related to contracts with the California Department of Education, Board letters related to Planning Committee business, and other correspondence deemed appropriate; 4) serve as the Committee's representative to the Chief Executive Office on matters related to staff selection; and 5) represent the Planning Committee on the Policy Roundtable for Child Care and Development.

Election of Chair

Every two years, or in any year in which the Chair position is vacant, at the time of new member recruitment, the nominating process will begin. Members will be given nomination forms describing the role, responsibilities, and qualifications for Chair. To qualify to be nominated for

Chair, a member must have served on the Planning Committee for at least one year within the last five (5) years and have been actively participating through attendance at both Planning Committee and Work Group meetings. Members may nominate themselves or other Planning Committee members.

Nominations will be open throughout the period of membership recruitment. All nominees will be contacted to ascertain their interest in serving as Chair. The names of all nominees who agree to have their names brought forward will be presented to the full membership prior to the meeting at which the membership slate is approved. The election of the Chair from among those nominated will take place at the same meeting as the approval of the membership slate.

Election of Vice Chair

The term of office for the Vice Chair will be one (1) year with a one year renewable term upon election.

The Vice Chair shall chair the meetings in the absence of the Chair. In the event that the Chair cannot fulfill his/her term, the Vice Chair will step in to fulfill the role of Chair for the remainder of the Vice Chair's term. In his/her capacity as acting Chair, the Vice Chair may appoint, from among actively participating members, an interim Vice Chair for the remainder of the Vice Chair's term.

Every year, at the time of new member recruitment, members will be given nomination forms for the position of Vice Chair. To qualify to be nominated for Vice Chair, a member must have served on the Planning Committee for at least one year within the last five years and have been actively participating through attendance at both Planning Committee and Work Group meetings. Members may nominate themselves or other Planning Committee members.

Nominations will be open throughout the period of membership recruitment. All nominees will be contacted to ascertain their interest in serving as Vice Chair. The names of all nominees who agree to have their names brought forward will be presented to the full membership prior to the meeting at which the membership slate is approved. The election of the Vice Chair from among those nominated will take place at the same meeting as the approval of the membership slate.

III. Attendance and Participation

Although a quorum is constituted by 50 percent of the current membership, members are expected to attend all Planning Committee meetings, or arrange for an alternate to attend. All member(s) and their alternate(s) must sign the attendance roster provided for each Planning Committee meeting and each Work Group meeting.

ABSENCES

Members may be absent from no more than three (3) consecutive Planning Committee meetings or three (3) consecutive Work Group meetings. To be considered absent from a meeting, neither the member nor his/her alternate would be present. After the second consecutive absence, the Planning Committee staff may contact the absent member. After the third consecutive absence, a letter will be sent from staff to the appointee notifying him/her of his/her termination from the Planning Committee. Termination from the Planning Committee does not prohibit participation as a guest.

Exceptions to this termination process are members who have been specifically appointed by the Board of Supervisors or by the Los Angeles County Superintendent of Schools. In these cases, Planning Committee staff will contact staff of the Board Office or the Los Angeles County Superintendent of Schools to recommend termination and to consult with them.

WORK GROUP PARTICIPATION

Participation in at least one (1) Work Group is required of all members. All members must choose their Work Group by the second Planning Committee meeting following the orientation of new members. Failure to attend any Work Group by the third Planning Committee meeting following the orientation meeting will be recorded as an absence. A member may change his/her Work Group by notifying the staff of the Planning Committee and the Chair(s) of the Work Group, which he/she is leaving.

In order to remain on the Planning Committee, a member or his/her alternate can miss no more than three (3) consecutive meetings of the Work Group. (Please see Absence provision.)

Work Group participation is open to any interested individuals regardless of membership status. However, the Governance Work Group is limited to only members and alternates.

IV. Voting

QUORUM

For the purposes of voting, a quorum will be deemed to be 50 percent of the current membership.

ACTION ITEMS

Action Items are routine or extraordinary actions or decisions related to the functions and purposes of the Planning Committee that require a vote of approval from the Planning Committee. Approval of Planning Committee minutes are action items at each meeting. Changes to Planning Committee structure or to the Policies and Procedures are action items.

A vote must be taken by the Planning Committee on items that are child care policy positions, or are related to the mandated functions of the Planning Committee. The Planning Committee will take action on the following mandated functions: 1) service priorities for State-funded child development services; 2) Countywide Needs Assessment; 3) Centralized Eligibility List;¹ and 4) a comprehensive countywide plan for child care and development services.

All action items must be listed on the publicly posted agenda at least three (3) days prior to the scheduled meeting date (see Brown Act Provision). Action items initiated by Work Groups must be forwarded to staff at least two (2) weeks before the date of the meeting on which agenda the action item should appear.

¹ Funding for countywide centralized waiting lists (CEL) was eliminated from the 2011-12 State budget. Nevertheless, references to the CEL remain in statute.

ROLE OF WORK GROUPS

Work Groups are formed to conduct the business of the Planning Committee, implement the Strategic Plan for Child Care and Development, and fulfill other mandates for Local Planning Councils as stated in the Education Code. In the course of its efforts, a Work Group of the Planning Committee may develop a policy, make a recommendation, plan an event requiring Planning Committee resources, or seek to ensure Planning Committee representation in other groups. The full Planning Committee must be informed of the decisions and recommendations of each Work Group. The full Planning Committee may request that a particular policy statement or activity be presented to the Planning Committee for approval. The following types of action, including but not limited to recommendations for positions on legislation, for changes in the Policies and Procedures, and for activities requiring substantial expenditure of Planning Committee funds, will be brought before the full Planning Committee for a vote. This applies to both standing and ad hoc Work Groups.

CONFLICT OF INTEREST

No member of the Planning Committee will participate in a vote if he/she has a proprietary interest in the outcome. For the purpose of this provision, a person with a proprietary interest is defined as one who may benefit financially from a decision of the Planning Committee; or who is employed by, acts as a paid consultant to, or functions in a decision-making capacity with any agency, which stands to gain directly and financially from an action of the Planning Committee. In case of a potential conflict, the member (or alternate) must refrain from participating in the discussion of the issue after they publicly identify their interest and must recuse themselves from any vote taken on the issue.

Before discussion and voting, members will be reminded of their responsibility to assess the potential for conflict of interest. Members are required to declare their affiliations on the membership application. In case of challenge, the membership applications will be reviewed.

VOTING ON MOTIONS

Each member of the Planning Committee shall be entitled to one vote on each action item before the Planning Committee. If the member is absent, the alternate to the Planning Committee may vote in the place of the member. There will be no secret ballots or absentee voting on any Planning Committee action items, including election of officers. The Chair, or any other member, may request a roll call vote on specific motions. A record of roll call votes shall be kept by Planning Committee staff and be included in the minutes.

A motion will be considered as “passed” when a simple majority of the members present vote in the affirmative. Abstentions are not considered votes and are therefore not counted as support for the motion. A motion which results in a tie vote does not pass.

V. Staff Selection

At the time that a new staff position opens or a current position becomes available in the Office of Child Care, and these positions work directly with the Planning Committee, a representative of the Planning Committee will be part of the interview panel for each position. Members of the Governance Work Group will serve as the pool from which members will be called upon to serve on interview panels. The Chair of the Planning Committee has the discretion to serve on

interview panels or can call for additional or alternate representation as needed from among active Planning Committee members.

VI. Complaint Procedure

Any complaint by a member of the Planning Committee or any other person regarding any action, policy, or procedure of the Planning Committee may be addressed through the following steps:

- 1) The complaint/concern should be brought to the attention of the Planning Committee staff in writing. The staff will respond to the complaint and/or provide a response to the complaining party within 14 working days.
- 2) If the staff is unable to resolve the complaint, the written complaint will be forwarded to the Governance Work Group for review. The Work Group will review the complaint and may or may not, at the Work Group's discretion, meet with the complaining party. The Work Group will respond to the complaint within 30 calendar days from receipt of the written complaint.
- 3) If the Work Group's response is not satisfactory to the complaining party, he/she may submit the complaint to the Board of Supervisors and County Superintendent of Schools for a response.

VII. Amendments to the Policies and Procedures

Amendments to this document can be considered at any time by members of the Planning Committee or as the result of periodic review by the Governance Work Group. Members of the Planning Committee may submit a written inquiry regarding the Policies and Procedures to the Co-chairs of the Governance Work Group at any time. The Work Group will review each written inquiry and issue a written response within thirty (30) days of receipt of the inquiry. All written inquiries and their disposition will be recorded in the Governance Work Group's report to the full Planning Committee.

The Governance Work Group will review the Policy and Procedures every two years to determine if clarification or changes are required. The Governance Work Group may develop an amendment or new policy language and bring it forward to the full Planning Committee as an action item at any time.

VIII. Compliance With Brown Act

The Planning Committee will comply with the Brown Act. All Planning Committee meetings are open to the general public. Agendas for Planning Committee meetings will be posted publicly three (3) days prior to the meeting. No action item will be undertaken at any Planning Committee meeting unless it has been listed on the publicly posted agenda.

Adopted by the Committee:	July 1, 1998
Updated:	December 4, 2002
Updated:	April 4, 2003
Updated:	March 6, 2004
Updated:	March 11, 2005
Updated:	June 1, 2005
Updated:	May 3, 2006
Updated:	December 3, 2008
Updated:	December 1, 2010
Updated:	May 2, 2012
Updated:	November 5, 2014

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WORK GROUPS

Strategic Plan Implementation Work Groups

Quality

The Quality Work Group develops plans to implement the Strategic Plan for Child Care and Development in Los Angeles County – 2013-18 (Strategic Plan) in areas relating to quality. Among its tasks is serving as an advisory to the locally-based quality rating and improvement systems.

Access/Inclusion

The Access Work Group oversees the process for setting geographic priorities for State funding, reviews data related to the needs assessment for child care and development, and develops plans to implement the Access section of the Strategic Plan. In addition, promotes the inclusion of children at risk for or with disabilities and other special needs in typical child care and development programs and encourages the coordination of services.

Planning Council Role

The Planning Council Role Work Group explores extending the role of the Planning Committee as a forum for open discussion and building consensus around issues relating to child care and development.

Workforce

The Workforce Work Group develops plans to implement the Workforce section of the Strategic Plan. Among its tasks is serving as an advisory to the Investing in Early Educators – Stipend Program.

Additional Work Groups

Joint Committee on Legislation

Formed by the Child Care Planning Committee (Planning Committee) and the Policy Roundtable for Child Care and Development (Roundtable) to focus on federal, state and local policy initiatives as they impact early care and education services available for Los Angeles County families. Monitors state and federal legislation and budgets and guides the development of recommended positions on selected bills and the Governor's budget and May revise for proposal to the Board of Supervisors by the Planning Committee and Roundtable. Reviews annually child care and development items for inclusion in the County's state and federal legislative agendas.

Governance

The Governance Work Group manages the recruitment and selection of Planning Committee members each year. In addition, the Work Group reviews, updates, and clarifies Planning Committee policies and procedures, advises on the Planning Committee strategy related to leadership development, and plans the annual retreat and/or new member orientation.

For more information on the work groups, contact the Office of Child Care by e-mail at sib_occ@ceo.lacounty.gov or by telephone at (213) 974-4103.



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Strategic Plan for Child Care and Development in Los Angeles County 2013-18

*Prepared by the Los Angeles County Child Care Planning Committee – April 5, 2013
Adopted by the Board of Supervisors – July 30, 2013*

COUNTY OF LOS ANGELES



CHILD CARE
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POLICY • PLANNING • PRACTICE

STRATEGIC PLAN FOR CHILD CARE AND DEVELOPMENT



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INTRODUCTION

The Strategic Plan for Child Care and Development in Los Angeles County (2013-18) was developed over an 18 month period and involved the entire Child Care Planning Committee (Planning Committee) and other stakeholders. The following provided the context for planning:

- The lingering economic recession, which reduced public revenues that could be invested in child care and development;
- The tremendous cuts to the funded system of subsidized child care and development;
- The expanding implementation of Quality Rating and Improvement Systems (QRIS) in Los Angeles County;
- The increasing expectations for the competencies of the early childhood workforce;
- The recognition of the many vulnerable children in County client families who would benefit from good quality child care and development services, and the successful attempt at more effective connections between such services and the children in families served by the Department of Children and Family Services;
- The need to keep a focus on the inclusion of children with special needs during times of reduced resources; and
- The growing importance of a more unified message about investments in and improvements to the child care and development infrastructure.

Planning resulted in four overarching goals in these areas: Quality, Access, Planning Council Role, and Workforce. Each goal and the allied strategies reflect these contextual realities and relate to the larger vision articulated by the Desired Impact and Outcome statements.

This Plan emphasizes strategy over fixed objectives in order to provide a fluid approach in an ever-changing policy and fiscal environment. The strategies recognize the limitations of the Planning Committee, and at the same time have the potential to create incremental change and synergies that move the infrastructure of child care and development in a positive direction.

Implementation of the Strategic Plan will involve the efforts of the Planning Committee along with the actions, support, and initiatives of other local and statewide stakeholders. The strategies presented in this plan assume effective coordination between the Planning Committee, the Policy Roundtable for Child Care and specific programs, such as the Steps to Excellence Program (STEP), Los Angeles Universal Preschool (LAUP), and more. The actions taken by the Planning Committee in carrying out the stated strategies will be developed by work groups formed around each of the four major goal areas. Examples of ideas for implementation are referenced in the implementation section associated with each component of the Strategic Plan. The work groups include Planning Committee members and their alternates and other interested stakeholders. Participation in the work groups is open to the public. Quarterly, the work groups will report on the progress of their efforts to the full Planning Committee.

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QUALITY

DESIRED IMPACT: HIGH QUALITY EARLY CARE AND EDUCATION IS AVAILABLE THROUGHOUT LOS ANGELES COUNTY.

OUTCOME OF PLAN: There is a common definition of "quality" as articulated by an agreed upon Quality Rating and Improvement System (QRIS) for both centers and family child care homes that addresses the comprehensive needs of children.

GOAL: QRIS implemented in Los Angeles County is accessible and understandable to parents, providers, and the public.

Strategy 1: Promote alignment of standards for QRIS.

Strategy 2: Support development of a QRIS operational structure that is effective, efficient, and informative.

Strategy 3: Support development of educational/informational materials for providers and parents that explain the QRIS and the ratings.

Strategy 4: Facilitate support for, and information to, programs and providers in order to assist with incorporating health, mental health, family support and other relevant community services.

QUALITY

Background

- Research documents the relationship between high quality in child development services and positive outcomes for children. While the optimal level of quality has yet to be determined, it appears that even modest improvements, particularly in teacher/child interactions and early learning environments, translates into markedly better developmental results. Many states and regions have developed and are implementing QRIS, which are proving to boost provider and program quality as well as raise parent and public consciousness about the impact quality has on children's overall well-being.
- The 2003-13 Strategic Plan included an objective to develop quality standards against which licensed child care and development programs – centers and family child care homes – could be evaluated. The Policy Roundtable for Child Care (Roundtable) adopted the objective and created the Steps to Excellence Project (STEP) in 2005 as Los Angeles County's QRIS. Since the pilot phase of STEP, the rating matrices defining quality criteria in six areas of program operation – regulatory compliance; teacher/child relationships; learning environment; identification and inclusion of children with special needs; teacher qualifications and working conditions; and family and community connections – have been modified based on lessons learned. New supports designed to improve quality have been added to make STEP more effective in addressing the issues of quality child care and development in Los Angeles County.
- STEP and LAUP's rating system were each selected to participate in the Race to the Top-Early Learning Challenge (RTT-ELC). A new quality rating standard and process has been developed by representatives of 17 consortia statewide and will target licensed child care and development programs serving high need children and their families. The new RTT-ELC QRIS pilot will be tested for two years to validate its measures. At the end of that period, Los Angeles County Office of Child Care and LAUP will be implementing a common, validated QRIS.
- Both RTT pilots have agreed to utilize the Los Angeles Child Care Planning Committee as an advisory group to RTT in Los Angeles County.

Implementation Issues and Options

- The Planning Committee will craft an action plan to support Strategy 1 (page 6) that is aligned with the goal of the RTT-ELC to launch a single QRIS.
- Action plans to carry out all strategies under this goal will be shaped by work groups of the Planning Committee. For example, for Strategy 3 the work group may develop a collateral piece on "continual quality improvement" within the context of Early Childhood Education (ECE). An activity that connects ECE providers with enrollment in health care through the Affordable Care Act (ACA) may also be part of this goal as relates to Strategy 4 and in meeting staff support standards in STEP.
- Materials will be developed collaboratively with STEP/RTT-ELC staff and will include input from various stakeholders. In addition, the Planning Committee and Quality Work Group will: serve as a sounding board on QRIS; support a feedback loop on the appropriateness of the tools used in QRIS; and assist in other appropriate ways with the evaluation of RTT-ELC.
- The Planning Committee will monitor the allocation and use of California Department of Education (CDE) quality funds related to ongoing financial support of QRIS in Los Angeles.

- The Planning Committee may facilitate connections between ECE providers and community-based organizations and non-profits that offer programming, support and resources focused on improving quality.

Alignment with Child Care Policy Framework

- The Child Care Policy Framework's first goal is: "The quality of child development services in Los Angeles County will be improved as the Steps to Excellence Program (STEP) is expanded and support services to STEP are intensified". The impact and goal, as well as the selected strategies of the Strategic Plan support this statement and are related to ensuring the efficacy of STEP and QRIS in general in Los Angeles County.

Alignment with California Comprehensive Early Learning Plan (CCELP)

The CCELP is being developed by the California Department of Education in response to the a federal requirement. The final CCELP will be approved by the state appointed Early Learning Advisory Committee.

There are several potential recommendations in the draft CCELP that are aligned with the 2013-2018 Strategic Plan. Among the recommendations are:

- Create more rigorous program standards accompanied by supplemental resources to upgrade quality.
- Ensure parents have good information about their choices and that good choices are available.
- Focus ECE funding on a system that supports a child's development and early learning.
- Develop a systemwide emphasis on quality to improve child outcomes with increased per child funding to pay for the actual cost of quality.

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ACCESS

DESIRED IMPACT: THERE IS SUFFICIENT DISTRIBUTION AND EFFECTIVE USE OF RESOURCES TO MEET THE EARLY CARE AND EDUCATION NEEDS OF CHILDREN, FAMILIES, AND COMMUNITIES.

OUTCOME OF PLAN: Access to quality ECE is increased through effective use of all public and private investments from federal, state, and local entities.

GOAL: Increase the supply of and access to appropriate ECE options by maximizing use of existing state and federal funds and ensuring connections between ECE providers and other support services to address all children's needs and abilities.

Strategy 1: Facilitate intentional connections between County departments serving children and families and ECE services.

Strategy 2: Enhance the capacity of ECE providers to utilize other services and supports and to make appropriate referrals to meet children's needs.

Strategy 3: Engage with community partners to facilitate technical assistance in fiscal and program management for ECE programs and providers.

Strategy 4: Share broadly the results of an annual needs assessment and priorities for future funding with community partners and policy makers.

ACCESS

Background

- Since 2009-10, child development services for low income families in Los Angeles County have been reduced by 25 percent or more. State budget cuts have affected half-day preschool, voucher payment programs, full-day child development centers and, most particularly, infant/toddler care options. It is clear that the State needs to re-invest in ECE. Given the limitations of current revenues, the Planning Committee chose to focus efforts on conserving and maximizing the funding that is available. This does not preclude supporting advocacy for greater public investment as the State and federal economies improve.
- In 2011, state funding was eliminated for the Centralized Eligibility List (CEL), thus putting an end to a single point of registration for subsidized child care for low-income families. Some CDE-funded contractors have managed to achieve maximum enrollment without the CEL; but for many others, it has been difficult to recruit eligible families and thus earn their full contracts. Consequently, strategically connecting families whose children would benefit from high quality ECE services is more important than ever.
- Many children and their families served by Los Angeles County departments, such as Children and Family Services, would benefit from ECE services, including Early Head Start and Head Start and subsidized child care and development centers that hold contracts with the CDE. A pilot project in the Long Beach area involving Department of Children and Families Services (DCFS) and local child development providers has proved the value of expanding such efforts.

Implementation Issues and Options

- Implicit in this strategy is monitoring fluctuations in ECE availability dependent on approved State budgets and keeping local stakeholders informed and ready to act to preserve current capacity and build a case for increasing investments in the ECE system. In addition, it will be important to monitor the availability of facilities which could be licensed. This is critical for expansion, given that suitable real estate is difficult to identify in Los Angeles County.
- This plan draws attention to supporting connections between County department client families, such as those served through DCFS, and ECE services that benefit vulnerable children and their families.
- The plan speaks to engaging partners in helping to connect ECE providers with other health, mental health, and social services. Examples of potential partners include 211 LA County and Healthy City.
- Another priority is building the capacity of ECE contractors to effectively administer their programs so as to serve the maximum number of children and fully earn their contracts. The Planning Committee will seek partners positioned to provide key technical assistance to contractors. One example is the new repayable LA ECE Bridge Fund initiated by the California Community Foundation to assist CDE-funded centers to weather low cash flow periods and remain fiscally sound. Additional organizations, such as the California Child Development Administrators Association (CCDAA), may have valuable resources to offer in this regard.
- The Planning Committee will make use of coordinated, informational e-mails to broad audiences as well as post information on the Office of Child Care website.

Alignment with Child Care Policy Framework

- Goal 2 of the Child Care Policy Framework speaks to strengthening the child development infrastructure to integrate family support, health, mental health and other relevant services. The Strategic Plan 2013-18 specifically references this idea in its Access goal and strategies. In addition, the Policy Framework has a goal related to connecting vulnerable families to appropriate ECE options which is mirrored in the strategies of the Strategic Plan 2013-18.

Alignment with California Comprehensive Early Learning Plan (CCELP)

There are several potential recommendations included in the draft CCELP that are aligned with the 2013-2018 Strategic Plan. Among the recommendations are:

- Create greater systemwide quality and consistency among its early learning programs.
- Create a coherent system that links services to various family needs.
- Pursue quality and access in tandem rather than as competing goals.
- Ensure that parents have information about the available choices.

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PLANNING COUNCIL ROLE

DESIRED IMPACT: THERE IS A MORE UNIFIED VOICE ON EARLY CARE AND EDUCATION FOR LOS ANGELES COUNTY.

OUTCOME OF PLAN: The Los Angeles County Child Care Planning Committee is a forum where ECE issues and ideas are presented and discussed to build consensus that supports the efforts of many groups to improve the ECE infrastructure in the County.

GOAL: Participation in the the Planning Committee is expanded to include more stakeholders.

Strategy 1: Outreach to other groups with ECE policy agendas.

Strategy 2: Use the Joint Committee on Legislation to engage stakeholders.

Strategy 3: Plan for facilitated discussion sessions at Planning Committee meetings.

Strategy 4: Develop a tiered process that incorporates big issues, local policies, and administrative issues in discussions and in making policy recommendations.

Strategy 5: Explore the use of social media for Planning Committee purposes and to act on the policy recommendations.

LOCAL PLANNING COUNCIL ROLE

Background

- In the past decade there have been many groups with policy agendas related to ECE, but the messages and goals of these groups were not well coordinated or aligned. It is a common belief that having a unified message about what is needed and should be supported legislatively is critical to future success in State budget development and in the enactment of legislation. Ultimately the Planning Committee could, with other stakeholders, work toward agreement on the top priorities for action to improve ECE in Los Angeles County.

Implementation Issues and Options

- The goal is to extend the role of the Planning Committee into a forum for open discussion and building consensus around issues, with the possibility of developing uniform messages. To this end, the Planning Committee will develop a mechanism to ensure increased member input into agenda setting and will integrate regular reports from the Joint Committee on Legislation into the monthly meetings.
- Planning Committee meetings could be used effectively to introduce and review current issues, important topics, and new ideas raised by members and other stakeholders and to ensure room for diverse opinions. While taking on issues that have broad impact as well as county specific items, the Planning Committee will move to adopt a process in which public discussions build on one another and lead to consensus or majority approved recommendations for action.
- Interactions and activities of the Planning Committee will provide opportunities to create stronger connections among its members and other participants, and between the Planning Committee, the Roundtable, and other groups focused on child and family well-being. Toward this end, meetings may include more time for members and guests to share about program goals, missions, current initiatives, and public policy agendas.

Alignment with Child Care Policy Framework

The Planning Committee will consider alignment with the Child Care Policy Framework in issue discussions and consensus building leading to recommendations. Many of the activities listed under implementation are intended to help the Planning Committee become more strategic about making and forwarding recommendations for action to the Roundtable and ultimately to the Board of Supervisors.

Alignment with California Comprehensive Early Learning Plan (CCELP)

The strategies of this goal are focused on local action relating to statewide or national issues. A few of the potential recommendations in the draft CCELP describe issues of global concern that may well become the focus for Planning Committee discussions and work. An example would be the recommendation that all ECE programs within the state funded system are contributing to the goals of the system and if not, then replaced or redesigned.

WORKFORCE

DESIRED IMPACT: LOS ANGELES COUNTY CHILDREN HAVE HIGH QUALITY EARLY CARE AND EDUCATION EXPERIENCES THAT PREPARE THEM AS LIFE-LONG LEARNERS AND PRODUCTIVE CITIZENS OF THE WORLD.

OUTCOME OF PLAN: ECE Educators have the competencies necessary to provide a high quality early care and education experience for children inclusive of all abilities.

GOAL: ECE educators implement best practices effectively in serving children and families of diverse backgrounds and abilities.

Strategy 1: Support/advocate for enhanced licensing standards regarding teacher preparation and education.

Strategy 2: Promote and support ECE professional development efforts and opportunities across the county.

Strategy 3: Establish new, continuing partnerships with other organizations to disseminate information on best practices, using various distribution methods including social media.

Strategy 4: Promote and support the development of leadership in the field of ECE.

WORKFORCE

Background

- Current licensing standards for the training and education of ECE workers are minimal for both center-based personnel and family child care providers. Title V standards used in CDE-funded programs are higher, yet do not require any type of degree for lead teachers. The complexity of understanding children's development and responding appropriately to the various levels of development in groups of children ages 0-5 calls for greater competence than can be guaranteed with current standards. While a greater portion of the ECE workforce is working to earn degrees, it has become clear that both pre-service and in-service training and professional development is needed to ensure that all educators/providers have the necessary competencies to be successful. Without greater attention to how we prepare and support our ECE workforce, we will not realize the higher levels of quality necessary to achieve desired child outcomes.
- The introduction of the QRIS has focused a spotlight on the issue of teacher competencies and how they are demonstrated based on validated measures.
- CDE has developed and is promulgating competencies that can serve as the foundation along with the CDE-developed Infant/Toddler and Preschool Learning and Development Foundations, Curriculum Frameworks, and Development Program Guidelines.
- Compensation remains a significant issue; however, it cannot be addressed adequately without looking at the investment in the entire ECE system.
- A gap in leadership is developing as older, more seasoned professionals retire and many younger workers lack the training and competencies to move into supervisory or management positions.

Implementation Issues and Options

- Professional development includes training, workshops, and formal college coursework; and, whenever possible, should be aligned with QRIS standards.
- The following subject areas are critical to a competent workforce in Los Angeles County: dual language learners; early developmental screenings and inclusive practices; diversity; parent engagement; and early mental health.
- Promoting and supporting professional development efforts involves identifying entities and opportunities, and assisting in the dissemination of information about the opportunities. There is a need for a comprehensive web-based source of all professional development opportunities that should be considered as a collaborative endeavor.
- It will be important to work with other groups interested in improving the ECE workforce such as the Los Angeles Area Chamber of Commerce, LAUP, the California Association for the Education of Young Children, and JumpStart as well as the entities most involved in training such as the Child Care Resource and Referral (R&R) Agencies, the California Preschool Instructional Network (CPIN), and local colleges.
- It will be important to monitor and review the Office of Child Care's Investing in Early Educators-Stipend Program and LAUP's ASPIRE (A Stipend Program in Support of ECE Excellence) to ensure access for the ECE workforce and that these programs support improved qualifications and the acquisition of desired competencies.

Alignment with Child Care Policy Framework

The Child Care Policy Framework goal to expand STEP and launch RTT-ELC is supported in the Strategic Plan for 2013-18 in that several QRIS standards relate to the education and training of ECE providers and teachers and the promulgation of best practices among the ECE workforce. The promotion of Strengthening Families and the Protective Factors framework with County departments and

community-based agencies can be mirrored in the use of this Plan's framework for addressing QRIS standards related to family engagement.

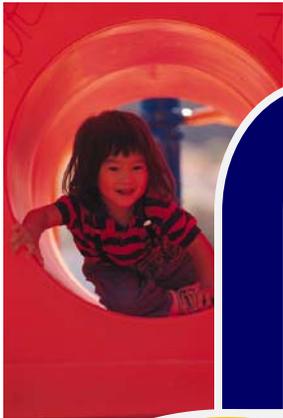
Alignment with California Comprehensive Early Learning Plan (CCELP)

One of the key systems drivers identified in the draft CCELP is a “great early childhood workforce”. Potential recommendations under this rubric include:

- ECE personnel are to be strong partners with families, which may require training and support.
- The California teacher competencies should be used to define a clear career pathway with aligned credentials and staff qualifications.
- Adequate resources should be provided to allow programs/providers to retain their best teachers and caregivers.
- Teachers are trained to use best practices in working with dual language learners and programs are supported to implement these best practices.
- Family engagement is considered a key workforce competency and the workforce is specifically trained in it.

CONCLUSION

This Plan emphasizes strategy over fixed objectives in order to provide a fluid approach in an ever-changing policy and fiscal environment. The strategies recognize the the limitations of the Planning Committee, and at the same time have the potential to create incremental change and synergies that move the infrastructure of child care and development in a positive direction. Implementation of the Strategic Plan will involve the efforts of the Planning Committee along with the actions, support, and initiatives of other local and statewide stakeholders.



The Los Angeles County Child Care and Development



NEEDS ASSESSMENT 2011



Prepared by the Los Angeles County Child Care Planning Committee with funding from the California Department of Education, Child Development Division (CDE/CDD).



CHILD CARE AND DEVELOPMENT NEEDS ASSESSMENT 2011



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Los Angeles County Child Care Planning Committee

The mission of the Los Angeles County Child Care Planning Committee (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.

The first local child care planning efforts were launched in 1991 as a result of AB 2141, which created Local Planning Councils in each county. The Board of Supervisors and the County Superintendent of Schools authorized the convening of the Los Angeles County Child Care and Development Block Grant Planning Council in response to the legislation. The Council's purpose was to establish priorities for the allocation of federal Child Care and Development Block Grant (CCDBG) funds. In 1997, AB 1542 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.

Based on this legislation the Planning Committee is mandated to:

- Establish priorities for State-funded child care and development services.
- Conduct a Countywide needs assessment a least once every five years.
- Conduct periodic reviews of child care programs funded by the California Department of Education (CDE) and Department of Social Services (CDSS) related to meeting priorities.
- Collaborate with many groups to meet local needs.
- Develop a comprehensive Countywide plan for child care and development to meet the needs of the County.

The Office of Child Care, within the Service Integration Branch of the Chief Executive Office, supports the work of the Planning Committee. Within this branch of County government, the Planning Committee is positioned to work with County departments, as well as other community groups and Commissions, to improve the lives of children and families in Los Angeles County.

This report was developed by the Planning Committee through the Office of Child Care in 2010-11. The analysis and recommendations contained in the report are not intended to be representative of the official positions of the CDE, which funds these efforts through the Local Planning Council.



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Executive Summary

The *Los Angeles County Child Care and Development Needs Assessment 2011* was conducted in partnership with the Los Angeles County Early Care and Education Data Collaboration (ECE Data Collaboration) whose members are the Los Angeles County Child Care Planning Committee (Planning Committee) through the Office of Child Care, Los Angeles County Office of Education (LACOE) Head Start/State Preschool, and Los Angeles Universal Preschool (LAUP). Each of the ECE Data Collaboration members operates under specific guidelines and standards that include the periodic review of conditions related to the need for child care and development services. The ECE Data Collaboration jointly developed a survey involving nearly 200 organizations to collect data on the availability of subsidized child care and development services, a first for Los Angeles County.

FINDINGS AND RECOMMENDATIONS

- 1. The cost of care continues to be a burden for most working families.** Low-income working families face serious challenges locating full-day care, particularly for infants and toddlers.

As of July 1, 2011, families earning less than 70 percent of SMI as of 2005 are eligible for subsidized assistance¹; however, availability of funding for subsidies has always been less than what is needed in Los Angeles County and is continuing to decrease with the reductions to State and federal budgets. Eligible families earning less than \$50,000 are spending 21 percent of their gross income for full-time infant care in centers and 15.4 percent for family child care (FCC).

Only 55% of the thousands of children of low-income working parents have access to subsidized child care and development services. (*Table 7*)

- The lack of subsidized care is particularly acute for infants and toddlers as spaces/services for this age group are sufficient to meet the need of only 21 percent. (*Table 8*).
- Only 50 percent of preschool-age children in low-income working families are able to access subsidized child care and development services (*Table 8*).
- For school-age children, the un-served population has decreased to 31 percent of almost 200,000 children in low-income working families (*Table 8*). As noted above, available ASES Program and 21st Century CLC after school spaces were counted in the capacity numbers. These spaces are not intended to be “child care” for working parents, although they are used for that purpose by many families. Therefore, the estimate of unmet need for school-age children is conservative.

Recommendations:

- Increase funding from multiple sources, public and private, state and local to cover the costs of operating child care and development programs serving low income families which support optimal development of children and provide the support parents need to prepare for and participate in the workforce.
- Direct public subsidies to expand services to address the needs of greatly under-served populations, particularly those families with infants and toddlers.

¹ SB 70 (Chapter 7), the Education Trailer Bill approved by the Governor on March 24, 2011, reduced the income eligibility cap for subsidized child care and development services from 75 percent to 70 percent of the SMI, adjusted for family size, effective July 1, 2011.

2. The supply of part-day preschool spaces for three- and four-year olds has increased dramatically. Unfortunately, many of these services are located in communities with changing needs.

The ECE Data Collaboration was convened in part to obtain an accurate picture of the need for part-day preschool programs serving children just before kindergarten. A concerted effort has resulted in a consensus about the areas that have significant unmet need and these are few in number. Only 40 zip codes out of over 300 have significant unmet need for part-day preschool for low income children. There are currently enough part-day preschool program spaces among all the program types to serve 70 percent of the children in low-income families with at least one non-working parent. There remains a need for an additional 31,000 spaces to serve eligible children who would benefit from a part-day preschool program. (Table 9)

Recommendations:

- Carefully consider further development of part-day preschool options given the many different programs available to three and four year olds in the County.
- Conduct an annual review of the array of program types and their availability by the ECE Data Collaborative to monitor changes in need.
- Share the assessment results with Head Start, CDE-funded, and LAUP contractors to ensure an accurate understanding of the County’s current resources and how to use them most effectively.
- Encourage flexibility in funding so that contractors can adjust their programs to meet the changing needs of the communities they serve in terms of offering care to younger children or providing a full-day instead of only a part-day program or vice versa.

3. There has been a shift in the type of care available to and used by preschool-age children.

Although there has been an increase in enrollment of four year olds in part-day preschool programs, there appears to be a gradual decrease in the use of center-based care by preschool-age children generally. This may be recession driven, but will have long-term impacts if too many centers close. Restarting a center-based program is not easy and when the economy rebounds, there will be greater unmet needs than exist currently. (See Section II)

Recommendations:

- Encourage support at state and local levels for expansion of centers offering full-day, full-year options.
- Create a greater incentive for providers of part-day preschool to provide full-day services by adjusting the standard reimbursement rate for full-time care.
- Support Constructing Connections LA to facilitate the development of new child care and development sites and the efforts to reduce regulatory barriers to development of center facilities.

4. There has been a dramatic drop in the availability of licensed family child care homes.

This is a phenomenon related primarily to the recession. When the economy rebounds, these spaces will be badly needed. Providers that closed their homes in order to take jobs may not return to operating a licensed family child care home. It should be noted that efforts to recruit and license new family child care homes in the next year will be placing these new businesses in a vulnerable position since the economy may not rebound sufficiently to create the demand necessary to fill enough spaces to make a new business tenable. (See section II)

Recommendations:

- Promote efforts to retain current family child care providers and then gradually work to increase licensed capacity as the economy improves.
- Encourage family child care homes to care for more infants and toddlers since there are so few options for that age group.
- Encourage the use of FCC for school-age children by studying the feasibility of developing a system of transportation that could provide pick-ups at school sites and transport to the Family Child Care Homes for after school care.

5. License-exempt care continues to be used at a high rate.

The use of license-exempt care varies by age of children, the highest rate of use by school-age children at 73% (Section II). Due to the large number of jobs in industries such as retail and health care requiring odd-hour shifts and evening and weekend hours, there will always be a need for the flexibility of license-exempt care for some families.

However, major reasons for the high use of license-exempt care are a lack of licensed options, or an inability to pay market rates for licensed centers and family child care homes. Center-based infant and toddler care in Los Angeles County costs, on average, \$10,494 per year.² For a family of four at the State Median Income (SMI) of \$54,828 per year,³ infant care costs more than 19 percent of gross pay. The average cost for family child care - \$7,721 per year - while less than center-based care, is still 14 percent of gross pay for the same household. The portion of earnings that go toward the cost of child care increases greatly for families earning less than the SMI.

The National Data Overview from the National Child Care Information and Technical Assistance Center of the Administration for Children and Families reports research indicating that key factors in parental choice of care are safety and trusted relationships with providers along with convenience and cost, particularly for low-income families. Moreover, the research indicates that a parent's choice of setting is heavily influenced by the availability of financial assistance. **Families who have access to such assistance are more than twice as likely to choose licensed center-based care for their children.**⁴

² This is an annual calculation based on the average full-day care for infants as presented in the 2006 Regional Market Rate (RMR) report for Los Angeles County from the CDE. While CDE conducts RMR surveys every two years, they have not published results from these surveys subsequent to 2006.

³ U.S. Census Bureau 2011.

⁴ Administration for Children and Families; National Child Care Information and Technical Assistance Center: <http://nccic.acf.hhs.gov/poptopocs/nationaloverview.html>

Recommendations:

- Monitor the impact of changes in policy and practice related to access for families.
- Encourage license-exempt providers to become licensed where appropriate.

6. The availability of after school care for school age children has changed dramatically due to the proliferation of the ASES Programs and 21st Century CLCs.

There are approximately 115,000 spaces on school campuses for after school recreation and enrichment funded through the After School Education and Safety (ASES) Programs and 21st Century Learning Centers (CLC) to support school achievement during after school hours. It should be noted that most of these programs, while free, do not commonly operate during school holidays or vacation periods. This makes them less than a perfect solution for many working families who must make alternate arrangements.

Recommendations:

- Advocate for more flexibility in using the ASES Program and 21st Century CLC funds so that more of these programs could offer full-day holiday and summer vacation services.
- Ensure that there are other options for families who want a different type of care for their school-age children.

7. There are areas of the County where the cumulative unmet need for child care and development services is driven by the needs of multiple, specific populations, such as infants and toddlers, working families seeking full-day services, and low-income working families in need of subsidized care.

In conducting the needs assessment for 2011, a review of the geographic priorities was included. This means that various populations needing child care and development services were taken into consideration simultaneously with a comparison of the respective supply available to each population. This strategy acknowledges that not all child care and development supply is meant to serve all populations and needs. The results of this type of comparison helped identify specific areas where solutions to addressing child care and development gaps would be more complex. Section IV of the report describes results by Service Planning Area (SPA), and provides specific details related to these areas.

Recommendations:

- Encourage all stakeholders, including leadership from all the program types serving each of these impacted areas, to work collaboratively to address needs and maximize available child care and development resources.
- Work with non-child care partners in identifying potential space for the development of more care. Potential partners include cities, park and recreation departments, and church organizations.
- Encourage greater collaboration between the Los Angeles County Community Development Commission and the Office of Child Care in reviewing the need for child care related to low-income housing projects and other developments coordinated by the LACCDC.



I. Introduction

The *Los Angeles County Child Care and Development Needs Assessment 2011* is the result of efforts of the Los Angeles County Early Care and Education Data Collaboration (ECE Data Collaboration) whose members are the Planning Committee through the Office of Child Care, Los Angeles County Office of Education (LACOE) Head Start/State Preschool, and Los Angeles Universal Preschool (LAUP).

Each of the ECE Data Collaboration members operates under specific requirements that include the periodic review of conditions related to the need for child care and development services:

- **LACOE Head Start/State Preschool** is required to conduct a comprehensive community-wide needs assessment every three years with updates in subsequent years. The assessment considers where services have been offered compared to where the families with the greatest need reside.
- The **Planning Committee** is required by its state-funded Local Planning Council contract to conduct needs assessments no less than every five years. The assessment looks at overall availability of child care and development spaces against the potential need as defined by the numbers of children in various populations such as working families, low-income working families, and preschool-age children in low-income families with at least one non-working parent. From these assessments, the Planning Committee establishes geographic priorities for future funding and general guidelines as to where more child care and development services are needed.
- **LAUP** must track the number of four year olds served in any type of preschool program in order to mark progress in increasing the availability of preschool opportunities for Los Angeles County children.

FORMATION OF THE ECE DATA COLLABORATION

In previous years, each ECE Data Collaboration member had conducted its respective assessment and analysis independently. The results of these efforts have sometimes proved confusing. LACOE Head Start identifies its under-served areas, which may be different than LAUP's and different still from the areas prioritized by the Planning Committee for additional services.

In conducting the independent needs assessments, each member often relied on different sources of demographic data. The result was that each assessment started from a different point in terms of the numbers of children in the County. In addition, each member had incomplete information about what resources were currently available to meet the needs of the population they were targeting for services. For example, LAUP applied a percentage to all licensed spaces in order to reach an approximation of how many were actually allocated to four-year olds. LACOE Head Start relied on reports from its delegate agencies to identify all subsidized services for low-income families, but could not distinguish which subsidized spaces were intended to serve only low-income working families. The Planning Committee relied on California Department of Education (CDE) reports and incomplete data on Head Start or other subsidized spaces since there was no central repository of that data.

Moreover, it was becoming clear that in some areas of the County there was an abundance of sites and spaces offered by competing programs that made meeting enrollment targets difficult, while in other areas of the County there was a dearth of opportunities for eligible families. Based on these issues, partners of the ECE Data Collaboration came together in 2010 to explore the possibility of jointly conducting a single, comprehensive needs assessment. This proposed needs assessment would address both the overall picture of child care and development service availability in the County and the service needs of specific populations of concern to each partner.

The first task of the ECE Data Collaboration was to agree on a source of basic demographic data and to identify all the permutations in populations necessary to the comprehensive needs assessment. Since 2000, the Planning Committee had relied on the Los Angeles County Urban Research unit to supply the specific demographic data reports related to number of children by age cohorts, children in families by income levels, etc. LACOE Head Start had also turned to the Urban Research unit in 2007 to provide data sets. LAUP agreed to change its source and use the data sets that could be requested through the Urban Research unit.

The next task was determining which data sets were needed. The ECE Data Collaboration discovered that while there was data needed by all partners (i.e. child counts by geographical units), some data sets would differ. LACOE Head Start needed to identify the number of children in homes at or below the federal poverty level (FPL) and up to 130 percent of FPL whereas the Planning Committee needed to identify children in families at or below 75 percent of the State Median Income (SMI) and LAUP needed to identify the number of children in families at or below 200 percent of FPL. The partners developed a list of the data sets that would be needed to meet the mandates of each needs assessment.

SURVEY OF SUBSIDIZED CHILD CARE AND DEVELOPMENT

In addition to data on the children and families of Los Angeles County, data on available services was required. While the Planning Committee staff had data on licensed centers and family child care homes in Los Angeles County from the California Department of Social Services/Community Care Licensing Division (CDSS/CCLD), there was no comprehensive list of all subsidized sites and capacities in order to assess the capacity of subsidized services for low-income families. LACOE Head Start had information for its delegate agencies, but not for other Head Start grantees. LAUP could identify its sites and the numbers of spaces it funded, but had incomplete knowledge of other subsidized services that may be provided by those same contractors. The Planning Committee was able to identify some state-funded sites, but could not identify all of the sites operated by contractors with dozens of individual locations and with multiple programs and varying numbers of subsidized spaces at each site.

While locating all subsidized child care and development spaces in order to be able to geo-code them for future mapping was important, of greater importance was the knowledge of exactly how many spaces were offered at each site and for what program type and age group. In addition, the partners needed to know whether services were offered part-day, as is typical for part-day preschool programs, or full-day, which would more easily accommodate working families. **To obtain this level of detail required a survey of more than 200 agencies providing one or more of a half dozen different programs.**

II. 2011 Assessment

CHANGES IN CHILD POPULATIONS

Adjustments in organizing the data for the 2011 needs assessment were made because the Planning Committee was part of the ECE Data Collaboration. For instance, in previous assessments, the infant and toddler age group was designated as birth to age two, conforming to the CDSS/CCLD's definition of infants. Due to the emphasis placed on the collection of site specific data for subsidized programs through the survey, it was agreed that infants and toddlers be defined as birth to three years old conforming to Head Start and CDE program definitions.

Using the adjusted age definition had the effect of increasing the infant and toddler population and decreasing the preschool population as compared to the *2006 Needs Assessment Report*, since one

age cohort (two to three year olds) had been shifted from preschool to infants and toddlers. This made comparing population changes from 2006 to 2011 challenging. It also had the effect of increasing the shortfalls in availability of infant and toddler care.

CHANGES IN CHILD CARE CAPACITIES

During the last five years, a number of new centers became licensed while many closed. According to calculations by the Los Angeles County Office of Child Care the net result is a loss of 24 licensed centers compared to 2006. The change has been dramatic for licensed family child care capacity. In 2006, there were 10,496 licensed family child care homes; in 2011 there were 7,623 licensed family child care homes, resulting in a decrease of 2,873 (-27.4 percent). Most of the family child care homes that closed were licensed as *small*, serving a maximum of six to eight children.

No study has been conducted to date to determine the reason for the drop in the number of licensed family child care homes. Reasonable speculation suggests that the recession has had its toll on these fragile businesses. Parents with less income change their child care arrangements from the more formal and more expensive to the less formal and less expensive. A likely result of losing one's job would be to discontinue child care altogether. In many cases, family work hours were reduced so both the need for and ability to pay for care was lessened, causing families to turn to friends or relatives for care. In addition, many friends and relatives may have lost their employment and would now be available to take on regular child care responsibilities. Fewer people working or working less hours resulting in reduced incomes and more unemployed relatives would all contribute to a softening in the demand for licensed family child care.

Changes in the amount of subsidies available through local contractors may also have played a part in reducing the supply of family child care, particularly in low-income areas where families are more dependent on subsidies to manage the cost of care.

Small family child care homes are particularly vulnerable since even one or two fewer children enrolled may make it untenable to continue. In addition, many family child care providers count on the income of their spouses to make it feasible for them to operate their home businesses. When a spouse becomes unemployed or has reduced hours, the licensed provider may feel pressure to try to enter the regular job market to help replace the lost income or health benefits.

During this same time period, center capacity for infants and toddlers increased by 444 spaces (5 percent) (*Table 5*). There have been increases in licensed preschool care as well, but almost exclusively in subsidized half-day programs through the efforts of LAUP, expansion in State Preschool funding during 2008-09 and American Recovery and Reinvestment (ARRA) funds for Head Start.

Licensed school-age capacity decreased by approximately 2,152 spaces in Los Angeles County when the approved 2009 State Budget eliminated funding for the Latchkey programs.⁵ Simultaneously, funding for the After School Education and Safety (ASES) Program expanded, creating campus-based before and after school options on new sites and increasing capacity at already funded school sites. It should be noted that while the ASES Programs and the federally funded 21st CLCs may serve families as after school child care, the programs are not yet funded to operate during school holidays or summer vacations. In addition, there are no income eligibility requirements for students to participate in the ASES Programs or 21st Century CLCs. In the 2011 needs assessment, all the estimated ASES Program and 21st Century CLC spaces have been used in determining both the unmet need for school-

⁵ SBX8 1, Chapter 1: Budget Act of 2009: Revisions Approved: July 28, 2009; Item 6110-196-0001, Schedule 1.5(i), 30.10.020.920 and Provision 16.

age children of working families (all income levels) and the need for working families eligible for child care subsidies. The increased availability of ASES Program and 21st Century CLC spaces has dramatically decreased the gap between the number of children needing care and the spaces available.

ESTIMATED USE OF CARE BY TYPE

While the estimated use of care by type is based on a survey of families in 2006-07 prior to the official start of the recession, signs of the impending upheaval were slowly becoming evident and help explain some of the shifts in use of care by type displayed in the 2007 Los Angeles County Health Survey results.⁶ The recession did not begin or end on a dime. There were indications of a downward trajectory before the first quarter of 2008, which economists tag as the first official period of recession. Yet, the pre-recession slowdown likely had great impact on wage earners. A rising trend in the number of foreclosures, upticks in the unemployment rate since 2006, and decreases in number of work hours all occurred before the officially designated period of recession.

Research related to the impacts of the recession state that consumer choices change when a family is confronted with major adjustments in income. “Parents substitute between formal center and licensed family care, paid informal care, unpaid family friend and neighbor care, and parental care. When the economy contracts and employment shrinks, the first part of the child care sector to disappear is formal center care. Parents without employment cannot afford to keep children in center care (which is typically the most expensive) and will either remove their children from care altogether or substitute to lower cost formal and informal family care options.”⁷

Job loss and reduction in hours have an effect on the choices parents make about the type of child care and development they use. There appears to have been a decline in likely use of center-based care and licensed family child care by preschool-age children and a commensurate increase in license-exempt care. For preschool children, use of child care centers decreased by nearly four percent and use of family child care homes by six percent. Use of license-exempt (family, friends, and neighbors) increased by nearly ten percent. (Table 1)

Types of Care	Center-Based Care			Family Child Care			License-Exempt		
	2003	2005	2007	2003	2005	2007	2003	2005	2007
Infants and Toddlers	24%	14.7%	22.2%	13%	20.8%	20.3%	63.1%	64.5%	57.5%
Preschool-age	66%	63.4%	59.6%	7%	13.2%	7%	27%	23.4%	33%

Surprisingly, it appears that use of center-based care for infants and toddlers was on the rise in 2007. This trend may not have continued into the recession. Possible explanations for this shift could be the increase in ARRA funded Early Head Start spaces and a decrease in the number of family child care homes. It is also possible that higher income families, not as impacted by the economy, have opted for group care in greater numbers rather than other license-exempt options such as nannies.

There have been no new studies to update the estimated use of care by type for school-age children. Thus, the percentages used for the 2011 needs assessment are by default the same as those used in 2006 as shown in Table 2.

⁶ Los Angeles County Health Survey conducted by the Department of Public Health <http://publichealth.lacounty.gov/ha/hasurveyintro.htm>.

⁷ Warner, M. *Recession, Stimulus and the Child Care Sector: Understanding Economic Dynamics, Calculating Impact*. Cornell Cooperative Extension, Department of Regional Planning, Cornell University, 2009.

⁸ The years displayed reference the year in which the source data was gathered.

TABLE 2. ESTIMATED USE OF CARE BY TYPE FOR SCHOOL-AGE CHILDREN						
Types of Care	Center-Based Care		Family Child Care		License-Exempt	
	2004	2006/2011	2004	2006/2011	2004/2011	2006/2011
School-age	21.1%	19.8%	3.7 %	6.7%	75.2 %	73.5%

THE AFFORDABILITY FACTOR

Cost of care is yet another factor that families consider in selecting one type of care over another or in choosing specific providers. Table 3 indicates the monthly and weekly average cost for center-based and family child care by age group and schedule (full-day or part-day) based on the Regional Market Rate (RMR) Survey conducted by the CDE/CDD in 2006.

TABLE 3. COUNTY AVERAGES FOR COST OF CHILD CARE					
CENTERS					
Period	Schedule	Infant and Toddler Average	Preschool Average	School- age Average	
Monthly	Full-day	\$860.57	\$602.18	\$481.78	
Monthly	Part-day	\$620.93	\$405.14	\$288.55	
Weekly	Full-day	\$209.87	\$150.22	\$127.20	
Weekly	Part-day	\$156.98	\$105.09	\$73.74	
FAMILY CHILD CARE					
Monthly	Full-day	\$607.67	\$564.64	\$494.50	
Monthly	Part-day	\$463.75	\$418.14	\$365.04	
Weekly	Full-day	\$148.49	\$139.56	\$121.81	
Weekly	Part-day	\$119.27	\$101.90	\$89.39	

Considering that the median household income in Los Angeles County is only \$54,828,⁹ the portion of a family's income needed to pay for care in 2011 was higher than it was in 2006, 25 and 18 percent respectively. Families at this income level or less with more than one child would need to allocate an even larger portion of their income toward their costs of child care.

Some studies indicate that children in low-income families are less likely to be in centers than children from families with higher incomes, and more likely to be in license-exempt care (e.g. family, friend or neighbor).¹⁰ While public subsidies even the playing field for low-income families in terms of making more choices available to them, thousands of eligible families are waiting for subsidized child care and development services and having to make choices without that support. As of July 2011, prior to the elimination of the Los Angeles Centralized Eligibility List (LACEL),¹¹ there were over 30,000 children waiting for subsidized child care and development services in Los Angeles County.

CHILD CARE AND DEVELOPMENT FOR WORKING FAMILIES

The needs assessment for working families in Los Angeles County consists of a comparison between need for care, regardless of families' incomes, and available spaces. It is further refined by comparing the use of certain types of care by age of child with the availability of that type of care. For example, the number of preschool-age children whose parents are likely to choose center-based care compared with the number of available licensed center-based spaces.

⁹ Census Bureau, 2011.

¹⁰ Administration for Children and Families; National Child Care Information and Technical Assistance Center: <http://nccic.acf.hhs.gov/poptopocs/nationaloverview.html>.

¹¹ LACEL was a web-based data system used by state funded child care and development programs to identify eligible families for enrollment. The program was eliminated from the 2011-12 budget (SB 87, Chapter 33).

While a count of licensed care is accessible and reliable, estimating need or demand is much more difficult. Families use child care and development services for a variety of reasons: employment, training or education; incapacitation of a parent; and/or to enhance the development of their child. There are several populations in Los Angeles County for whom child care and development services are critical for the development of the children and a support for the family, even if parents are not working: teen parents attending school to complete their education; and families involved with the Department of Child and Family Services (DCFS) for whom child care may be recommended as part of a case plan.

Data on the numbers of working families is available and reliable; however, the number of parents who are participating in a job training program or attending school is less available. As yet there is little reliable data on the families who would use child care and development services only for the child's benefit, not as a substitution for parental care. In addition, we know anecdotally that many parents who work choose alternate work shifts in order for one parent to be with the children at all times, or parents work only during the hours in which their children attend school. These "working" parents are not technically in the market for child care services. Again, reliable data on the numbers of families in these situations is not available.

It has been determined that the numbers of working parents in both single and two parent families would be the best indicator of overall need since this is the largest and most reliable number of children who are likely to need and use some form of child care and development on a regular basis. Although it may be a slight overestimate of those needing care because they work, it would compensate for the uncountable number of families who use child care and development because they are attending school, participating in a job training program, or solely for the benefit of the child. Table 4 gives the aggregated results of the analysis of estimated demand with available care for working families with children of all ages combined and compares 2011 with the results of the 2006 needs assessment.

TABLE 4. OVERALL COUNTY RESULTS									
	Number of Children 0-12	Number of Children 0-12 With Working Parents	Estimated use of care by type			Licensed Capacity*		Surplus/ Shortfall in Licensed Capacity*	
			Center	FCC	License Exempt	FCC	Center	FCC	Center
2006	2,016,161	1,020,477	329,600	108,586	582,290	103,278	256,126	-5,308	-73,474
2011	1,879,065	936,424	304,121	112,789	519,512	86,585	315,641	-26,846	-297
# change	-137,096	-84,053	-25,479	+4,203	-62,778	-16,693	59,515*	+21,538	-73,177

* Includes license-exempt center-based school-age spaces.

Two primary factors contribute to the differences in capacity between 2006 and 2011: 1) a dramatic decrease in the number of licensed family child care homes; and 2) a proliferation of ASES Program and 21st Century CLC spaces for school-age children.

It should be noted that the number representing the shortfall in center spaces (-297) is based on considering capacity for all ages in the aggregate. The picture is quite different when looking at separate age groups.

CAPACITY TO SERVE WORKING FAMILIES: OVERVIEW BY AGES

Tables 5 and 6 provide the basic comparison of estimated use of child care, by care type, to capacity of each type of care. The numbers from 2006 are for comparison purposes, although it is not possible to make a complete comparison of all categories for the infant and toddler and preschool-age groups since the two to three year olds were shifted from the preschool-age group to the infant and toddler group for the 2011 needs assessment.

TABLE 5. NET SUPPLY OF CARE FOR INFANTS AND TODDLERS AND PRESCHOOLERS									
Infants and Toddlers	Number of Children	Number With Working Parents	Estimated use of care by type			Licensed Capacity		Surplus or Shortfall	
			Center	FCC	License Exempt	FCC	Center	FCC	Center
2006 (0-2)	306,197	142,757	20,985	29,679	92,093	25,973	8,731	-3,706	-12,254
2011 (0-3)	437,883	211,299	31,061	43,950	136,288	19,903	9,175	-24,047	-21,886
# change						-6,070	+444	+20,341	+9,632
Preschool-age	Number of Children	Number With Working Parents	Estimated use of care by type			Licensed Capacity		Surplus or Shortfall	
			Center	FCC	License Exempt	FCC	Center	FCC	Center
2006 (2-5)	616,631	309,235	196,055	40,819	72,361	50,091	154,276	9,272	-41,779
2011 (3-5)	451,217	222,918	141,333	29,426	52,160	39,004	130,656	9,578	-10,677
# change						-11,087		+306	-31,102

TABLE 6. NET SUPPLY OF CARE FOR SCHOOL-AGE										
School-age	Number of Children	Number With Working Parents	Estimate use of care by type			Licensed Capacity		License-Exempt Capacity (center-based only)	Surplus or shortfall	
			Center	FCC	License Exempt	FCC	Licensed Center		FCC	Center
2006	1,093,333	568,485	112,560	38,088	417,836	27,214	31,392	61,727	-10,875	-19,441
2011	989,965	517,758	102,516	34,690	380,552	20,713	26,841	128,359	-13,997	52,684
# change	-103,368	-50,727	-10,044	-3,398	-37,284	-6,501	-4,552	+66,632	+3,122	+33,243

Infants and Toddlers

As is demonstrated in the infant and toddler section of Table 5, there is a substantial unmet need for licensed care for working families in both family child care homes (-24,047 spaces) and in centers (-21,886 spaces). This is not seen in the aggregated chart presented at the beginning because the availability of school-age programs masks the shortfall.

After allowing for the shift of two to three year olds into this age category, there is still an effective decrease in this age group of approximately 12,000 children. While spaces in centers increased very modestly (+444), the overall decrease in licensed family child care homes has meant a loss of over 6,000 spaces formerly available for infants and toddlers in working families.

Preschool-Age

After accounting for the shift of two to three year olds into the infant and toddler age group, there is still a decrease of three percent (approximately 21,000) in the number of three through five year old children. Based on the LACHS survey data, a smaller percent of preschool-age children were likely using center-based care and family child care, while there was an increase in the use of license-exempt options.

A shift of two year olds into the infant and toddler group, a decrease in the actual population of three through five year olds, and the estimated change in likely choices of care type has resulted in a smaller shortfall of licensed center spaces for this age group. Countywide the shortfall in licensed centers is only 10,677 spaces. The total number of licensed spaces (130,656) is less than the number presented in the 2006 needs assessment primarily because the part-day spaces have been culled out of the total

used for measuring capacity for working families. Despite population changes and preferences, the surplus of family child care spaces has remained almost the same (9,578 spaces).

School-Age

The school-age population has decreased by over 100,000 children, accounting for most of the change seen in Table 6. As has been stated previously, the increase in after-school spaces through the ASES Programs and 21st Century CLCs has changed the capacity picture for school-age children of working parents, despite the loss of over 2,000 licensed, subsidized spaces due to budget reductions in 2009-10.¹² Based on the reports used to conduct the needs assessment, there may be thousands more spaces in these programs than are likely to be used by working families with school-age children. Since there is no eligibility criterion such as income to access these on-campus programs, it is very likely that many children with non-working parents are also using the spaces. At the same time, the data indicates a greater shortfall of licensed family child care spaces for school-age children (13,997 spaces). This is probably the result of the overall drop in the number of licensed family child care providers.

III. Priorities for Development of Subsidized Child Care and Development

A mandate of the Planning Committee is to report to the CDE on the areas within the County where subsidized child care and development services are most needed. The report required by CDE lists all zip codes within the County and designates each as a 1 (highest), 2, 3, or NA (not applicable).

ASSESSMENT OF NEED OF LOW-INCOME WORKING FAMILIES

The population considered in this part of the needs assessment are working families whose gross income is at or below 75 percent of the SMI as calculated by the CDE based on 2007 income data. The numbers of eligible families presented in this report will be slightly higher than might actually be eligible in that the State Budget approved for 2011-12 lowered the income eligibility level to 70 percent of SMI after data had been collected for the needs assessment.¹³

The capacity per age group (number served) is based on reports from CDE of those children actually enrolled in voucher-based subsidy programs such as the Alternative Payment Program and CalWORKs Stages 2 and 3 Child Care, and enrollment in a Family Child Care Home Education Network. It also includes counts from DPSS of those children enrolled in some form of child care through CalWORKs Stage 1. All these numbers are at a point in time. In addition, the numbers of spaces in subsidized centers collected through the ECE Data Collaboration survey were used. The numbers from the survey represent potential capacity, not actual enrollments. In other words, the survey presents the number of children that could be served. Altogether the data provides a picture of current capacity.

Priorities are determined by zip code as the most familiar small geographic unit. Each level of priority is determined based on the number of un-served eligible children in each zip code. The rules for determining priority levels were changed in 2011 after preliminary analysis revealed that the rules developed in 2008-09 were no longer adequate to capture the areas most in need. Based on the common analysis done with the ECE Data Collaboration and in consultation with a sub-group of the Planning Committee, new rules were developed. The rules were approved by the full Planning

¹² SBX8 1, Chapter 1: Budget Act of 2009: Revisions Approved: July 28, 2009; Item 6110-196-0001, Schedule 1.5(i), 30.10.020.920 and Provision 16.

¹³ SB 70 (Chapter 7), the Education Trailer Bill approved by the Governor on March 24, 2011.

Committee in December of 2011. The new rules for determining priority levels for subsidized care for infants and toddlers, preschool-age and school-age children of low-income working families are:

- Priority 1: At least 1,500 un-served eligible children, which represents no less than 25 percent of all eligible children.
- Priority 2: At least 750 un-served eligible children, which represents no less than 25 percent of all eligible children.
- Priority 3: At least 500 un-served eligible children, which represents no less than 25 percent of all eligible children.

Zip codes where the number of eligible children un-served falls below 500 have no priority for future funding of subsidized care. CDE has requested that priorities not be submitted for each age group, only by zip code for all ages combined. The results mask the greater needs for certain types of care. In particular, many areas have a great unmet need for subsidized infant and toddler care; however, because of the availability of preschool and/or school-age care, the resulting numbers of un-served children may be too small to have any priority.

Despite this limitation, there are over 90 zip codes with a priority rating in Los Angeles County. Details of the analysis and specific priority ratings are displayed for each Service Planning Area (SPA) in the SPA Profiles section of this report.

TABLE 7. OVERVIEW OF NEED FOR SUBSIDY FOR LOW-INCOME WORKING FAMILIES											
SPA	Number in Working Families at/Below 75% SMI			Total	Eligibles Served			Total Served	% Served	Total Un-served	% Un-Served
	0 to 3	3 thru 5	6 thru 12		All Ages	0 to 3	3 thru 5				
1	3,247	3,350	7,255	13,852	1,153	1,435	4,027	6,615	51%	7,237	52%
2	13,587	13,674	35,806	63,067	2,599	6,843	24,437	33,879	54%	29,188	46%
3	11,932	11,654	31,660	55,246	2,128	4,558	21,042	27,728	50%	27,518	50%
4	9,677	10,748	25,303	45,728	1,878	5,412	22,488	29,778	65%	15,950	35%
5	1,569	1,767	5,681	9,017	307	1,530	3,193	5,030	56%	3,987	44%
6	14,840	14,381	33,071	62,292	4,151	9,312	26,201	39,664	64%	22,628	36%
7	11,289	11,125	27,042	49,456	1,622	3,720	17,051	22,393	45%	27,063	55%
8	11,801	9,077	31,061	51,939	2,610	5,390	18,132	26,132	50%	25,807	50%
Total	77,942	75,776	196,879	350,597	16,448	38,200	136,571	191,219	55%	159,378	45%

Table 7 shows that each Service Planning Area (SPA) is unique in its demand for and capacity to address the need for subsidized child care for low-income working families. SPAs 4 and 6 have the least unmet need. These SPAs have the overall lowest average incomes and historically have had many subsidized child care options. Yet, even in these communities, a third of all eligible children cannot access subsidized child care. SPA 7, the southeast area of Los Angeles County, has the greatest unmet need for subsidized services for low income working families; only four in every ten eligible children currently can be served.

Overview of Need for Subsidized Care by Age Cohorts

Breaking out the data by age presents a more precise picture of the differences in unmet need for subsidized child care and development assistance. Table 8 summarizes the unmet need for subsidized child care and development services available to low-income families by age of children.

TABLE 8. UNMET NEED FOR SUBSIDY BY AGE COHORT FOR LOW-INCOME WORKING FAMILIES					
Countywide Totals by Age Cohort					
Age Cohorts	Number Eligible	Number Served	Percent Served	Number Un-served	Percent Un-served
0-3	77,942	16,448	21%	61,494	79%
3-5	75,776	38,200	50%	37,576	50%
6-12	196,879	136,571	69%	60,308	31%
Total	350,587	191,219	55%	159,368	45%

Infants and Toddlers

As with the need/capacity dynamic for all working families, there is relatively little subsidized infant and toddler care. Countywide, only one in five eligible infants and toddlers are able to access subsidized services. SPAs 2 and 3 can provide services to accommodate only one in every six infants and toddlers; and SPA 7 can serve only one in every seven eligible infant and toddlers.

Preschool-age

There is more subsidized preschool-age care available for low-income working families in 2011. However, Countywide only about half of all eligible children can access a subsidy at this point. There are differences by SPA. In SPAs 5 and 6, 87 percent and 65 percent respectively of eligible children can be served. SPA 5, which encompasses the west side of Los Angeles County and the western beach cities, has the smallest population of eligible children since family incomes tend to be higher than the subsidized income threshold. While the amount of funding for subsidized care has remained fairly stable, the number of children eligible in SPA 5 has decreased resulting in a higher percent that are served. In SPA 6, there are very large numbers of eligible children since that area, south and south Central Los Angeles County, has a lower average family income. However, SPA 6 has traditionally had more subsidized programs and services. SPA 7, covering the east and southeast areas of Los Angeles County, has fewer subsidized services than the countywide average and current capacity meets the needs of only one in every three eligible preschool-age children.

School-age

Spaces available to the 196,879 children that would likely need subsidized care include ASES Program and 21st Century CLC spaces. As stated before, these spaces are not designated only for children of low-income working families and may be used by children with non-working parents. Therefore, while the percent of children served compared to those un-served appears promising, it is a conservative estimate and the need could be considerably greater. It is not possible to get a more accurate estimate without surveying each ASES Program and 21st Century CLC site to determine what percent of children served would be eligible for other state subsidized child care services.

Countywide, seven out of ten (70 percent) eligible children can be served. However, the picture is different based on the geographic region. For instance in SPAs 4 and 6 a greater percentage of children are served since the resources are more available (79 and 89 percent respectively). This is due in no small part to the proliferation of ASES Programs and 21st Century CLCs in these communities where there are higher rates of low income families and more schools with lower Academic Performance Index (API) scores, which is a criterion for receiving the ASES Program funding.

ASSESSMENT OF NEED FOR HALF-DAY PRESCHOOL FOR LOW INCOME FAMILIES

In determining the priority areas for half-day preschool, the number of three and four year old children in low-income families with at least one parent at home (non-working) was compared with all the

available subsidized half-day preschool spaces. The following types of programs were included in the count of half-day spaces: Head Start, State Preschool, LAUP, School Readiness Initiative, and LAUSD's School Readiness Language Development Program.

The new rules applied to the results of this analysis are as follows:

- Priority 1: At least 700 un-served eligible children, which represents no less than 25 percent of all eligible children.
- Priority 2: At least 500 un-served eligible children, which represents no less than 25 percent of all eligible children.
- Priority 3: At least 300 un-served eligible children, which represents no less than 25 percent of all eligible children.

Not surprisingly, there were fewer areas of high unmet need for half-day preschool than in 2006. Only 40 zip codes rated any priority and only six rated a Priority 1 designation. Details of the analysis and specific priority ratings are displayed for each SPA in the Service Planning Area Profiles section of this report.



IV. Service Planning Area (SPA) Profiles

Tables 9 through 11 summarize the status of each SPA. The pages following these tables contain a profile for each SPA including the availability of and need for child care and development services.

There are differences across the eight SPAs related to populations of need/demand and in the available capacity to serve the various populations. In Tables 9, 10, and 11, rates of unmet need for licensed care and for subsidized care are displayed along with the Countywide numbers. The numbers presented in the tables related to working families regardless of income include licensed care only, except in the school-age cohort where license-exempt center-based spaces are included. For a more nuanced look at need and availability for working families at all income levels, see Table 5 (Section II), which includes an estimate of use of license-exempt care and the shortfalls or surpluses for licensed care in family child care and centers.

TABLE 9. COMPARISON OF ZERO TO THREE YEAR OLD POPULATIONS WITH CURRENT CAPACITY BY SPA

SPA	Children in Working Families				Children in Low-income Working families			
	Total needing care	Licensed spaces available	Unmet need	% unmet need	Total needing care	Total Served	Unmet need	% of unmet need
County	211,299	29,077	182,222	86.3%	77,942	16,448	61,494	78.9%
1	7,754	1,751	6,003	77.5%	3,247	1,153	2,094	64.5%
2	43,991	5,734	38,257	87.0%	13,587	2,599	10,988	80.9%
3	39,457	4,961	34,496	87.5%	11,932	2,128	9,804	82.2%
4	20,621	2,390	18,231	88.4%	9,677	1,878	7,799	80.6%
5	10,351	1,443	8,908	86.1%	1,569	307	1,262	80.5%
6	24,726	4,166	20,560	83.2%	14,840	4,151	10,689	72.1%
7	31,448	3,085	28,363	90.2%	11,289	1,622	9,667	85.7%
8	32,951	5,547	27,404	83.2%	11,801	2,610	9,191	77.9%

TABLE 10. COMPARISON OF THREE TO FIVE YEAR OLD POPULATIONS WITH CURRENT CAPACITY BY SPA

SPA	Children in Working Families				Children in Low-income Working Families				3-4's in Low-income Non-working Families			
	Total needing care	Licensed spaces Available	Unmet need	% unmet need	Total eligible	Total Served	Unmet need	% unmet need	Total eligible	Spaces available	Unmet need	% unmet need
County	222,918	169,660	53,258	24%	75,776	38,200	37,576	49.6%	104,925	73,948	30,977	29.5%
1	8,257	5,972	2,285	27.7%	3,350	1,435	1,915	57.2%	3,497	2,177	1,320	37.8%
2	48,225	40,068	8,157	17.0%	13,674	6,843	6,831	50.0%	16,801	10,877	5,924	35.3%
3	41,395	29,327	12,068	29.2%	11,654	4,558	7,096	60.9%	14,652	13,013	1,639	11.2%
4	22,328	16,744	5,584	25.0%	10,748	5,412	5,336	49.7%	15,479	9,139	6,340	41.0%
5	9,737	13,101	(3,364)	-34.6%	1,767	1,530	237	13.5%	3,199	1,685	1,514	47.4%
6	23,705	18,579	5,126	21.7%	14,381	9,312	5,069	35.3%	21,452	14,011	7,441	34.7%
7	33,371	16,599	16,772	50.3%	11,125	3,720	7,405	66.6%	14,852	12,473	2,379	16.1%
8	35,900	29,270	6,630	18.5%	9,077	5,390	3,687	40.7%	14,993	10,573	4,420	29.5%

TABLE 11. COMPARISON OF SIX TO 12 YEAR OLD POPULATIONS WITH CURRENT CAPACITY

SPA	Children in Working Families					Children in Low-income Working Families				
	Total needing care	ASES/ 21 st Century & other spaces	Other spaces/ services	Unmet need	% unmet need	Total eligible	ASES/* 21st Century spaces	Other spaces/ services	Unmet need	% unmet need
County	517,757	128,359	47,552	341,846	66.1%	196,879	106,866	29,705	60,308	30.7%
1	20,025	1,721	2,192	16,112	80.5%	7,255	1,597	2,430	3,228	44.5%
2	112,715	26,219	11,260	75,236	67.0%	35,806	20,137	4,300	11,369	31.8%
3	97,798	21,336	9,283	67,179	69.0%	31,660	15,527	5,515	10,618	33.6%
4	47,873	21,209	2,972	23,692	49.5%	25,303	20,720	1,768	2,815	11.2%
5	24,662	2,951	3,447	18,264	74.1%	5,681	2,438	755	2,488	43.8%
6	53,875	21,069	5,077	27,729	51.5%	33,071	18,738	7,463	6,870	20.8%
7	76,407	17,892	6,078	52,437	68.6%	27,042	14,245	2,806	9,991	37.0%
8	84,402	15,962	7,243	61,197	72.5%	31,061	13,464	4,668	12,929	41.7%

* Only non-fee-based, license-exempt center spaces were counted in this column.

SPA 1: ANTELOPE VALLEY

1. General Population Data

There are 72,288 children from zero to 12 years old in the Antelope Valley, a slight increase of approximately 2,000 children from the population reported in 2006. Table 12 shows the breakout by age with information on the proportion of children of working parents, children in low-income working families, low-income children (preschool only) with at least one parent at home, and children under the supervision of child protective services (CPS).

TABLE 12. CHILD COUNTS FOR SPA 1

	Infants		Preschool		School-age	
	#	%	#	%	#	%
All Children*	18,157	25%	18,162	25%	35,969	50%
With Working Parents**	7,754	41%	8,257	45%	20,025	56%
In Low-income Working Families***	3,247	42%	3,350	41%	7,255	35%
Under CPS supervision**	899	4.7%	990	5.4%	1,717	4.7%
Low-income with one parent at home (Preschool only)****			3,497	19%		

* Percent represents portion of all children ages 0-12.

** Percent represents portion of all children within that age group.

*** Percent represents portion of children with working parents.

**** Percent represents portion of all three and four year old children.

Based on a calculation using the above data, it appears the percentage of SPA 1 families where all parents are working is 49.8 percent, which matches the countywide average (calculation using Table 4 data). SPA 1 is the area of residence for the highest percent of children of all ages involved in Los Angeles County's child welfare system. Children in the child welfare system would be eligible for subsidized child care and development services regardless of the parent's work status or income.

2. Availability of Care by Population and Age

Table 13 displays the capacity to meet the needs of the three populations described above: working families, low-income working families, and three and four year olds in low income families with at least

one parent at home. Children under the supervision of the child welfare system are among all of the above groups.

There are surplus spaces in family child care homes for preschoolers and school-age children and a shortfall for infants and toddlers. At least for preschool-age children, maximizing use of available family child care providers could address the shortfall in center spaces (-2,253) for working families if the services offered met parent expectations for a quality preschool experience.

Only one in four infants and toddlers can access a licensed space in SPA 1 compared with the county average of one in six. The unmet need for licensed care for preschool-age children is very similar to the County as a whole: 27.7% compared to 24% (Table 10). One in five school-age children have access to licensed or licensed-exempt center-based care compared to the county average of one in three. SPA 1 is doing relatively better for infants and toddlers, but the gaps for licensed infant/toddler care and care for preschool and school-age children are still large.

	Infants		Preschool		School-age		
	CTR	FCC	CTR	FCC	CTR	Lic-ex	FCC
Licensed care (CTR, FCC); License-exempt CTR for school-age only	226	1,525	2,983	2,989	606	1,721	1,586
Shortfall/surplus for working families	-1,496	-49	-2,253	+1,899	-1,638		+244
Subsidized Capacity	#	%	#	%	#	%	
Subsidized spaces/services for low-income working families	1,153	35.5%	1,435	40.4%	4,027	55.5%	
Shortfall/surplus in subsidized care for working families	-2,094	64.5%	-2,115	59.6%	-3,228	44.5%	
Part-day preschool options for 3-4 year olds in low-income non-working families			2,177	62%			
Shortfall/surplus in part-day preschool spaces			-1,320	38%			

3. Subsidized Child Care and Development Availability and Priorities

Annually a report is submitted to the CDE detailing which geographic areas have the highest unmet need for publicly-funded child care and development subsidies. Tables 14 and 15 list the zip codes and provide details in terms of the extent of the unmet need. Based on the degree of need, a priority rating (1, 2 or 3) is assigned to each specific zip code.

SPA 1	Number in Working Families at/below 75% SMI				Total	Total Eligible's Served			Total Served	% Served	Total Un-served	% Un-served	Priority
	0 to 3	3 thru 5	6 thru 12	All Ages		0 to 3	3 thru 5	6 thru 12					
*Zip Codes													
93534	641	615	1,056	2,312	190	362	537	1,089	47%	1,223	53%	2	
93535	812	688	1,695	3,195	301	335	1,141	1,777	56%	1,418	44%	2	
93550	1,011	1,242	2,619	4,872	319	327	787	1,433	29%	3,439	71%	1	
SPA Totals	3,247	3,350	7,255	13,852	1,153	1,435	4,027	6,615	48%	7,237	52%	#3	

* Only those zip codes with substantial numbers of un-served children are displayed; all other zip codes have no priority.

Subsidized care includes both licensed and license-exempt situations that are paid for through state or local public funds for the benefit of low-income families and children. In SPA 1, a little over one-in-three infant and toddlers in low-income working families can access subsidized care. Currently, a little more than 40 percent of all low-income preschool children, and over 55 percent of eligible school-age children can access subsidized services (Tables 9-11). While the ratios are better than the Countywide

average (21%) for infant and toddler care (Table 8), the rates of availability for preschool and school-age children fall below County averages: 50 and 69% respectively (Table 8). There remain large gaps for all ages to ensure fair access to appropriate child care and development for low income families.

As displayed in table 14, three zip codes have a priority for future funds to expand full-time subsidized child care and development services; only one zip code, 93550 located in Palmdale, has the highest priority (1) based on the overall number of un-served children in each of the age cohorts.

TABLE 15. PRIORITIES FOR EXPANSION OF SUBSIDIZED PART-DAY PROGRAMS FOR THREE AND FOUR YEAR OLDS IN SPA 1

SPA 1 *ZIP CODES	Number In Families at/below 75% SMI with at Least 1 Parent at Home 3 & 4 YEAR- OLDS	Number of Spaces Available in Part-day Preschool Programs					Total Served 3-4	% Served 3-4	Total Un- served 3-4	% Un- served 3-4	Priority
		HS (3-4)	CDE CSPP	LAUP (4)	SRI (4)	OTHER					
93534	551		44				44	8%	507	92%	2
93535	922	120	240	78			438	48%	484	52%	3
SPA Total	3,497	1,008	879	290	0	0	2,177	62%	1,320	38%	#2

* Only those zip codes with substantial numbers of un-served children are displayed; all other zip codes have no priority.

While it appears that 62 percent of all eligible three and four year olds can access a part-day preschool program, the unmet need is somewhat higher than for the County as a whole – 38 percent compared to 30 percent. Only two zip codes had sufficient numbers of un-served children to qualify for a priority rating. These zip codes are in the Lancaster area where 75 percent of the unmet need is located.

4. Areas of Unmet Need for Multiple Populations within SPA 1

Child care and development services for all age groups are centered in the Palmdale and Lancaster areas, which are the major population centers of the SPA. One of the challenges in developing and utilizing child care and development services in Antelope Valley is the great distances between some residential areas and commercial/employment centers. In reviewing the three populations that are considered within the needs assessment (working families, low-income working families, and low-income three and four year olds with at least one non-working parent), zip codes 93534, 93535, and 93550 appear to have needs for more than one of these populations. Palmdale (93550) has a need for hundreds of additional spaces to serve infants and toddlers, preschool, and school-age children of working parents at all income levels. In addition, 93550 has the highest priority for funding to develop full-time subsidized care for low-income working families with children of all the age groups. Zip codes 93534 and 93535 (Lancaster) also have priorities for more subsidized care and have priority for expansion of subsidized part-day preschool programs.

SPA 2: SAN FERNANDO AND SANTA CLARITA VALLEYS

1. General Population Data

SPA 2 has the largest resident child population of any of the eight SPAs with approximately 380,422 children between the ages of zero and 12 years old. Table 16 presents the size of various sub-populations and the proportion of these sub-populations to one another, including children under the

supervision of child protective service (CPS). The rate of workforce participation by all parents of children across all ages is 53.9 percent which is higher than the County average of 49.8 percent.

	Infants		Preschool		School-age	
	#	%	#	%	#	%
All Children*	86,620	22.8%	92,058	24.2%	201,764	53%
With Working Parents**	43,991	50.8%	48,225	52.4%	112,715	55.9%
In Low income Working Families***	13,587	30.9%	13,674	28.4%	35,806	31.8%
Under CPS supervision**	1,216	1.4%	1,307	1.4%	2,130	1.1%
Low-income with one parent at home (PRESCHOOL ONLY)****			16,801	18.2%		

* Percent represents portion of all children age 0-12.
 ** Percent represents portion of all children within that age group.
 *** Percent represents portion of children with working parents.
 **** Percent represents portion of all three and four year old children.

2. Availability of Care by Population & Age

Table 17 looks at capacity in SPA 2 to meet the needs of the three sub-populations described above: all working families, low-income working families, and three and four year olds in low income families with at least one parent at home. Children under CPS supervision are included among all of the above groups.

	Infants		Preschool		School-age		
	CTR	FCC	CTR	FCC	CTR	Lic-ex	FCC
Licensed care (CTR, FCC); License-exempt CTR for school-age only	2,119	3,615	32,812	7,085	7,504	26,219	3,756
Shortfall/surplus for working families	-7,647	-5,315	+2,240	+720	+11,405		-3,796
Subsidized Capacity	#	%	#	%	#	%	
Subsidized spaces/services for low-income working families	2,599	19.1%	6,843	50%	24,437	68.2%	
Shortfall/surplus in subsidized care for working families	-10,988	80.9%	-6,831	50%	-11369	31.8%	
Part-day preschool options for 3-4 year olds in low-income non-working families			10,877	64.8%			
Shortfall/surplus in part-day preschool spaces			5,924	35.2%			

There is a surplus in licensed preschool-age care for working families: 2,240 spaces in centers and 720 in family child care. There are some areas that still experience shortfalls in capacity while others may have many more spaces than are needed to serve the local community. The supply of preschool-age care for children of working families is greater in SPA 2 than in the County generally. There is a large shortfall of licensed infant and toddler spaces in both types of facilities.

There is an abundance of ASES Program and 21st Century CLC spaces, which gives the appearance of more school-age care than is needed. These spaces on school campuses were established to promote school performance without regard for the need for child care. The spaces are shared by children in working families, low-income children whose parents work and those whose parents do not work.

3. Subsidized Child Care and Development Availability and Priorities

Subsidized care includes licensed and license-exempt options, which are paid for with state or local public funds for the benefit of low-income families and children. Annually a report is submitted to CDE detailing which geographic areas have the highest unmet need for subsidized child care and

development services. Tables 18 and 19 lists the zip codes for SPA 2 and provides details in terms of the extent to the unmet need with the priority rating (1, 2 or 3) assigned to the specific zip code.

In SPA 2, less than one in five infants and toddlers in low-income working families can access subsidized care. Half of all low-income preschool and nearly three out of four school-age children can access subsidized services currently. Infant and toddler care is the least available and most needed. There are 15 zip code areas that have sufficient numbers of un-served children in low-income working families to warrant a priority designation. Of the zip codes, three have the highest priority: 91304, 91402 and 91405. Several of the zip codes have high numbers of infants and toddlers with very little subsidized care to address their needs. This is true for the priority 1 zip codes and also for 91335, 91343, 91406, 91601, 91605, and 91606. The following zip codes have particularly high unmet needs for subsidized school-age care: 91356, 91321, 91324, 91335, and 91402. Again, 91402 has a high unmet need for preschool-age children in low-income working families.

One zip code with no priority (91331, Pacoima) is an example of how the current parameters established by CDE for determining priorities can exclude areas where there is substantial need. While 91331 has a high need for more subsidized infant care (450+), the availability of subsidized care options for preschool and school-age children reduced the overall numbers of un-served children of all ages, which is how priority rankings are determined. There is a great deal of preschool and school-age care in the area. The result is that there is a shortage of only about 100 spaces for preschool-age children and no shortage for school-age care when all the ASES Program and 21st Century CLC spaces were accounted for. Thus the unmet need for infant toddler care is not made explicit.

TABLE 18. PRIORITIES FOR EXPANSION OF SUBSIDIZED FULL-TIME CHILD CARE AND DEVELOPMENT SERVICES IN SPA 2

SPA 2 *Zip Codes	Number in Working Families at/below 75% SMI			Total	Total Eligible's Served			Total Served	% Served	Total Un- served	% Un- served	Priority
	0 to 3	3 thru 5	6 thru 12	All Ages	0 to 3	3 thru 5	6 thru 12	All Ages				
91205	328	247	1,009	1,584	51	94	679	824	52%	760	48%	2
91303	432	399	793	1,624	34	128	793	955	59%	669	41%	3
91304	373	644	1,007	2,024	65	194	238	497	25%	1,527	75%	1
91306	406	477	923	1,806	52	46	923	1,021	57%	785	43%	2
91321	202	245	703	1,150	15	21	214	250	22%	901	78%	2
91324	202	234	539	975	20	26	338	384	39%	591	61%	3
91335	593	544	1,690	2,827	113	342	905	1,360	48%	1,467	52%	2
91342	538	708	1,436	2,682	238	252	1,436	1,926	72%	756	28%	2
91343	947	800	2,249	3,996	128	389	2,249	2,766	69%	1,231	31%	2
91352	476	502	1,174	2,152	62	131	1,174	1,367	64%	786	37%	2
91356	145	129	509	783	20	37	35	92	12%	691	88%	3
91401	474	427	1,205	2,106	52	208	1,025	1,285	61%	822	39%	2
91402	1,125	996	2,897	5,018	186	280	1,230	1,696	34%	3,321	66%	1
91405	782	625	1,433	2,840	99	172	943	1,214	43%	1,626	57%	1
91406	648	571	1,642	2,861	84	176	1,345	1,605	56%	1,255	44%	2
91601	448	438	802	1,688	52	157	649	858	51%	830	49%	2
91605	659	644	1,383	2,686	107	297	1,383	1,787	67%	900	33%	2
91606	615	472	1,388	2,475	71	269	1,272	1,612	65%	863	35%	2
SPA Totals	13,587	13,674	35,806	63,067	2,599	6,843	24,437	33,879	54%	29,189	46%	#18

* Only those zip codes with substantial numbers of un-served children are displayed; all other zip codes have no priority.

TABLE 19. PRIORITIES FOR EXPANSION OF SUBSIDIZED PART-DAY PROGRAMS FOR THREE AND FOUR YEAR OLDS IN SPA 2

SPA 2 *Zip Codes	Number of Children with at Least 1 Parent at Home 3 & 4 YEAR-OLDS	Number of Spaces Available in Part-day Preschool Programs					Total 3-4	% Served 3-4	Total Un- served 3-4	% Un- served 3-4	Priority
		HS (3-4)	CDE CSPP	LAUP (4)	SRI (4)	Other					
91205	435	62	48				110	25%	325	75%	3
91342	859		51	36		395	482	56%	377	44%	3
91402	1,087	34	141	205		227	607	56%	480	44%	3
91405	810		122	96		124	342	42%	468	58%	3
SPA Total	16,801	2,510	3,971	880	103	3,413	10,877	65%	5,924	35%	#4

* Only those zip codes with substantial numbers of un-served children are displayed; all other zip codes have no priority.

Due to the relative abundance of part-day programs for three and four year old children in SPA 2, only four zip codes rated a priority (3), the lowest of the priorities. While the number of un-served children is close to 6,000, the children are scattered throughout the San Fernando and Santa Clarita Valleys. The four zip codes listed had sufficient numbers (16 percent of the unmet need) clustered within a limited geographic area to warrant a priority.

4. Areas of Unmet Need for Multiple Populations within SPA 2

The following zip codes in SPA 2 have unmet child care and development needs for multiple populations: 91304 and 91306 (Canoga Park/Winnetka) have a need for infant and toddler and preschool age care options for working families and for low-income working families and 91304 has a need for school-age care for both working and low-income working families.

A swath of the San Fernando Valley from North Hollywood (91601) in the south to Lake View Terrace and Sylmar (91342) in the north that includes the communities of Van Nuys (91405), Panorama City (91402), and Pacoima (91331) has a great unmet need for various populations. All of these zip codes have large shortages in infant and toddler care for working families and care options for infant and toddlers in low-income families. All of these zip codes have a center-based shortage for preschool-age children in working families, and all but 91331 also have a shortage of subsidized care for preschool-age children in working families. In addition, 91405, 91402, and 91342 have shortages in part-day preschool programs for three and four year olds with at least one non-working parent.

Given the average income levels of families in many of these communities, increasing subsidies or expanding directly subsidized programs for low-income working families would address the deficits in care options for many of the groups identified in SPA 2.

SPA 3: SAN GABRIEL VALLEY

1. General Population Data

SPA 3 has the second largest resident child population of any of the eight SPAs, with approximately 318,058 children between the ages of zero and 12 years old, representing a decrease of about 60,000 children (19 percent). Table 20 presents the size of various sub-populations and the proportion of the sub-populations to one another.

	Infants		Preschool		School-age	
	#	%	#	%	#	%
All Children*	73,997	23.2%	74,053	23.3%	170,008	53.5%
With Working Parents**	39,457	53.3%	41,395	55.9%	97,798	57.5%
In Low income Working Families***	11,932	30.2%	11,654	28.1%	31,660	32.4%
Under CPS supervision**	1,039	1.4%	1,292	1.7%	2,104	1.2%
Low-income with one parent at home (PRESCHOOL ONLY)****			14,652	19.8%		

* Percent represents portion of all children age 0-12

** Percent represents portion of all children within that age group.

*** Percent represents portion of children with working parents.

**** Percent represents portion of all 3 and 4 year old children.

SPA 3 has the highest percentage of families in the workforce (56.2 percent) across all ages. It is considerably higher than the County as a whole (49.8 percent) and the highest percentage of parents with infants and toddlers in the workforce (53.3 percent). It also has one of the lowest proportions of low-income working families.

1. Availability of Care by Population and Age

Table 21 looks at the capacity in SPA 3 to meet the needs of three of the populations described above: all working families, low-income working families, and three and four year olds in low income families with at least one parent at home. Children under the supervision of child protective services (CPS) are among all of the above groups.

As with most of the County, there is a lack of infant and toddler care options for working families at all income levels in SPA 3. Current shortfalls in licensed care options add up to over 11,000 needed spaces in centers or family child care homes for infants and toddlers. With unmet need for licensed care at 87%, only 1 in 7 or 8 will be able to access a licensed space. In contrast, SPA 3 has a much smaller deficit in preschool options since 71% of preschool-age children in working families might find a licensed space; and with a shortfall of only about 2,400 spaces based on preferences indicated through the LACHS survey. Due to the prevalence of ASES Programs and 21st Century CLCs on school sites, the deficit for school-age care is in family child care homes (-3,622) based on those who would choose licensed options for their school-age children. However, if we compare the total number of school-age children in working families against all licensed and license-exempt center-based care, we note a potential disparity of over 67,000 spaces (Table 11).

	Infants		Preschool		School-age		
	CTR	FCC	CTR	FCC	CTR	Lic-ex	FCC
Licensed care (CTR, FCC); License-exempt CTR for school-age only	2,139	2,822	23,796	5,531	6,353	21,336	2,930
Shortfall/surplus for working families	-6,620	-5,188	-2,448	+67	+8,325		-3,622
Subsidized Capacity	#	%	#	%	#	%	
Subsidized spaces/services for low-income working families	2,128	17.9%	4,558	39.1%	21,042	66.5%	
Shortfall/surplus in subsidized care for working families	9,804	82.1%	7,096	60.9%	10,618	33.5%	
Part-day preschool options for 3-4 year olds in low-income non-working families			13,013	89%			
Shortfall/surplus in part-day preschool spaces			1,639	11%			

2. Subsidized Child Care and Development Availability and Priorities

Annually a report is submitted to the CDE detailing which geographic areas have the highest unmet need for publicly-funded child care and development subsidies. Tables 22 and 23 list the zip codes for SPA 3 and provide details of the extent to the unmet need with the priority rating (1, 2 or 3) assigned to the specific zip code. Subsidized care includes both licensed and license-exempt situations which are fully or partially paid for through state or local public funds for the benefit of low-income families and children.

In SPA 3, less than one in six (17.9%) infants and toddlers in low-income working families can access subsidized care. Four in ten eligible preschool-age children in working families can access subsidized child care and development; while two out of three school-age children can access subsidized services. Infant and toddler care is the least available and most needed. However, the percent of school-age children and infants and toddlers in low-income working families who cannot access subsidized care is higher than the Countywide averages. (Tables 9 and 11)

TABLE 22. PRIORITIES FOR EXPANSION OF SUBSIDIZED FULL-TIME CHILD CARE AND DEVELOPMENT SERVICES IN SPA 3

SPA 3 *Zip Codes	Number in Working Families at/below 75% SMI			Total	Total Eligible's Served			Total Served	% Served	Total Un- served	% Un- served	Priority
	0 to 3	3 thru 5	6 thru 12	All Ages	0 to 3	3 thru 5	6 thru 12	All Ages				
91016	255	285	957	1,497	28	72	465	565	38%	932	62%	2
91103	251	338	929	1,518	63	131	408	602	40%	916	60%	2
91104	246	268	804	1,318	102	134	484	720	55%	599	45%	3
91702	722	621	1,165	2,508	111	194	1,209	1,514	60%	993	40%	2
91706	1,159	959	1,723	3,841	94	241	1,563	1,898	49%	1,943	51%	1
91722	214	205	672	1,091	41	74	231	346	32%	744	68%	3
91723	106	177	580	863	36	74	74	184	21%	678	79%	3
91732	701	839	2,100	3,640	116	189	1,540	1,845	51%	1,795	49%	1
91733	586	633	1,485	2,704	86	130	974	1,190	44%	1,515	56%	1
91744	787	781	1,875	3,443	172	499	1,623	2,294	67%	1,149	33%	2
91745	164	230	725	1,119	39	46	317	402	36%	717	64%	3
91766	932	719	1,713	3,364	108	198	1,019	1,325	39%	2,040	61%	1
91767	750	516	1,080	2,346	118	205	980	1,303	56%	1,043	44%	2
91768	475	393	909	1,777	85	215	543	843	47%	934	53%	2
91770	469	561	1,292	2,322	56	194	1,008	1,258	54%	1,064	46%	2
91776	290	297	1,046	1,633	18	109	434	561	34%	1,072	66%	2
91780	135	132	427	694	21	15	124	160	23%	534	77%	3
91792	194	191	703	1,088	40	45	280	365	34%	723	66%	3
91801	192	317	1,051	1,560	28	38	635	701	45%	859	55%	2
91803	203	264	850	1,317	10	46	761	817	62%	500	38%	3
SPA Totals	11,932	11,654	31,660	55,246	2,128	4,558	21,042	27,728	50%	27,518	50%	#20

* Only those zip codes with substantial numbers of un-served children are displayed; all other zip codes have no priority.

TABLE 23. PRIORITIES FOR EXPANSION OF SUBSIDIZED PART-DAY PROGRAMS FOR THREE AND FOUR YEAR OLDS IN SPA 3

SPA 3	Number of Children with at Least 1 Parent at Home	Number of Spaces Available in Part-day Preschool Programs					Total 3-4	% Served 3-4	Total Un-served 3-4	% Un-served 3-4	Priority
		HS (3-4)	CDE CSPP	LAUP (4)	SRI (4)	Other					
*Zip Codes	3 & 4 YEAR-OLDS										
91732	1,089	347	77	72	80		576	53%	513	47%	2
SPA Total	14,652	5,328	5,722	1,785	144	34	13,013	89%	1,639	11%	

* Only those zip codes with substantial numbers of un-served children are displayed; all other zip codes have no priority.

When it comes to part-day programs for low-income preschool age children, only 11 percent of eligible children (one in nine) cannot access a space. This is well above the county average of 29.5 percent of un-served.

Only zip code, 91732 has any substantial need for part-day preschool options for low income three and four year old children. This one zip code represents 31 percent of the unmet need for part-day preschool throughout the entire SPA. Other areas have some unmet need, but it is scattered with few children in any one area. Given that 89 percent of all eligible three and four year old children can already access a preschool space, it is not surprising that so few areas warrant a priority rating.

4. Areas of Unmet Need for Multiple Populations within SPA 3

Seven zip codes in the San Gabriel Valley have a substantial unmet need for multiple populations of children and families: 91702 (Azusa), 91706 (Baldwin Park), 91732 (El Monte), 91733 (South El Monte), 91744 (La Puente), 91792 (West Covina), and 91766 and 91767 (Pomona). All of these areas, except El Monte and Pomona, have a need of more child care and development options for infants and toddlers, preschool, and school-age children in working families and especially in low-income working families.

The zip codes in El Monte (91732) and Pomona (91766) have a great unmet need for infant and toddler and preschool options for both working families and low-income working families. In addition, zip codes 91732 and 91766 need more subsidized care for school-age children of low-income working families. And as stated above, 91732 is the only zip code in SPA 3 that needs more part-day preschool programs for low income families where at least one parent is at home.

SPA 4: METRO (CENTRAL LOS ANGELES COUNTY)

1. General Population Data

Geographically the smallest, SPA 4 has a resident child population of approximately 209,868 between the ages of zero and 12 years old. This is a decrease of approximately 20,000 children from the total in the 2006 Needs Assessment. This SPA has the next lowest workforce participation rate - 43.3 percent across all age groups. It also has one of the lowest rates of children under the supervision of Child Protective Services (CPS). Table 24 presents the size of various sub-populations and the proportion of the sub-populations to one another.

Child Counts: SPA 4	Infants		Preschool		School-age	
	#	%	#	%	#	%
All Children*	46,896	22.3%	50,095	23.8%	112,877	53.9%
With Working Parents**	20,621	44%	22,328	44.6%	47,873	42.4%
In Low income Working Families***	9,677	46.9%	10,748	48%	25,303	52.8%
Under CPS supervision**	513	1%	613	1.2%	1,014	0.8%
Low-income with one parent at home (PRESCHOOL ONLY)****			15,479	30.8%		

* Percent represents portion of all children age 0-12

** Percent represents portion of all children within that age group.

*** Percent represents portion of children with working parents.

**** Percent represents portion of all and 4 year old children.

2. Availability of Care by Population and Age

Table 25 looks at SPA 4 capacity to meet the needs of three populations: all working families, low-income working families, and three and four year olds in low-income families with at least one parent at home. Children under CPS supervision are among all of the above groups.

	Infants		Preschool		School-age		
	CTR	FCC	CTR	FCC	CTR	Lic-ex	FCC
Licensed care (CTR, FCC); License-exempt CTR for school-age only	945	1,445	13,911	2,833	1,471	21,209	1,501
Shortfall/surplus for working families	-3,633	-2,741	-245	-115	+13,201		-1,706
Subsidized Capacity	#	%	#	%	#	%	
Subsidized spaces/services for low-income working families	1,878	19.9%	5,412	50.4%	22,488	88.9%	
Shortfall/surplus in subsidized care for working families	7,799	80.1%	5,336	49.6%	2,815	11.1%	
Part-day preschool options for 3-4 year olds in low-income non-working families			9,139	59%			
Shortfall/surplus in part-day preschool spaces			6,340	41%			

There is only a small shortfall in preschool age care for children of working families (-360); and an oversupply of school-age care. This is due to the many school sites offering the ASES Program and 21st Century CLC. There is a small shortfall for school-age children whose parents would use family child care (-1,706). There is a large shortfall in licensed infant and toddler care options in both centers (-3,633) and family child care (-2,741).

When the needs of low-income working families are considered, there are bigger gaps between those who need the care and the subsidized spaces available. In SPA 4, only one in five low income infants and toddlers in working families will have access to subsidized services. Given the paucity of licensed care for this age group, it can be assumed that many of the infants and toddlers who are able to access a subsidy would be placed in license-exempt care.

The case for subsidized preschool care is somewhat better with 50.4 percent of children served, which means that about one out of every two children is able to access subsidized services. With the availability of ASES Programs and 21st Century CLCs on school sites, only 11 percent of school-age children of low-income working families may not be able to access a subsidized space. This is a conservative estimate since the ASES Program spaces are used by both working and non-working families without income criteria.

3. Priorities for Subsidized Child Care and Development

Annually a report is submitted to the CDE detailing the geographic areas with the highest unmet need for publicly-funded child care and development subsidies. Tables 26 and 27 list the zip code areas for SPA 4 and provide details in terms of the extent to the unmet need with the priority rating (1, 2 or 3) assigned to the specific zip code.

TABLE 26. PRIORITIES FOR EXPANSION OF SUBSIDIZED FULL-TIME CHILD CARE AND DEVELOPMENT SERVICES IN SPA 4													
SPA 4 *Zip Codes	Number in Working Families at/below 75% SMI				Total	Total Eligible's Served			Total Served	% Served	Total Un- served	% Un- served	Priority
	0 to 3	3 thru 5	6 thru 12	All Ages	0 to 3	3 thru 5	6 thru 12	All Ages					
90004	668	672	1,678	3,018	71	292	1,330	1,693	56%	1,325	44%	2	
90005	464	559	1,118	2,141	132	255	1,121	1,508	70%	633	30%	3	
90006	807	915	1,888	3,610	87	261	1,562	1,910	53%	1,700	47%	1	
90017	400	460	781	1,641	31	46	727	804	49%	837	51%	2	
90019	689	664	2,084	3,437	109	168	1,012	1,289	38%	2,148	62%	1	
90020	340	444	922	1,706	29	45	46	120	7%	1,586	93%	1	
90026	621	776	1,858	3,255	196	420	1,606	2,222	68%	1,033	32%	2	
90027	184	186	836	1,206	38	123	271	432	36%	774	64%	2	
90029	439	472	1,282	2,193	55	94	762	911	42%	1,282	58%	2	
90031	481	504	1,168	2,153	62	242	1,168	1,472	68%	680	32%	3	
90032	576	465	1,345	2,386	122	330	1,345	1,797	75%	589	25%	3	
90038	342	355	804	1,501	72	190	729	991	66%	510	34%	3	
90057	539	651	1,312	2,502	53	148	359	560	22%	1,941	78%	1	
90065	528	515	1,144	2,187	33	102	1,144	1,279	58%	909	42%	2	
SPA Totals	9,677	10,748	25,303	45,728	1,878	5,412	22,488	29,778	65%	15,950	35%	14	

* Only those zip codes with substantial numbers of un-served children are displayed; all other zip codes have no priority.

In SPA 4, 14 of 30 zip codes warrant a priority for future funding to develop more subsidized care. Of these zip codes, four have a priority 1 status indicating a greater unmet need for all age groups.

Despite the overall average of only 35 percent unmet need across the ages of children, there are nearly 16,000 children that are eligible for and cannot access subsidized services. Of these, nearly 7,800 (49 percent) are infants and toddlers and 5,336 (33 percent) are preschool-age. One zip code that does not have a priority because of the aggregation of need for all ages is 90042. In this zip code alone, there are hundreds of infant and toddlers in low income working families who would not be able to access subsidized child care and development services. However, because of the prevalence of subsidized care for preschool-age and school-age children, the percent of unmet need is below the threshold for priority designation.

Expanding the availability of subsidized infant and toddler centers and Family Child Care Home Education Networks would have an impact on the general availability of infant and toddler care for working families. Increased subsidies for preschool-age children could expand the use of already available licensed care for preschool-age children in working families.

TABLE 27. PRIORITIES FOR EXPANSION OF SUBSIDIZED PART-DAY PROGRAMS FOR THREE AND FOUR YEAR OLDS IN SPA 4

SPA 4	Number of Children with at Least 1 Parent at Home	Number of Spaces Available in Part-day Preschool Programs					Total	% Served	Total Un-served	% Un-served	Priority
*Zip Codes	3 & 4 YEAR-OLDS	HS (3-4)	CDE CSPP	LAUP (4)	SRI (4)	Other	3-4	3-4	3-4	3-4	
90004	1,107	60	8	24		226	318	29%	789	71%	1
90005	676	36				174	210	31%	466	69%	3
90006	1,186	499	128	96		99	822	69%	364	31%	3
90019	831	300	48		14	169	531	64%	300	36%	3
90020	706						0	0%	706	100%	1
90026	1,057	309	273			124	706	67%	351	33%	3
90033	1,008	237	168			239	644	64%	364	36%	3
90042	973	219	87			308	614	63%	359	37%	3
SPA Total	15,479	3,736	2,258	360	40	2,745	9,139	59%	6,340	41%	8

* Only those zip codes with substantial numbers of un-served children are displayed; all other zip codes have no priority.

There are fewer areas of substantial unmet need for part-day preschool for three and four year olds in SPA 4. Of the approximately 15,000 eligible children, more than 9,000 (59 percent) are able to be served. However, that leaves over 6,000 without a part-day preschool experience with a rate of unmet need at 41 percent, which is higher than the Countywide average of 30 percent. More than 3,600 of the un-served children are identified within the high priority zip codes displayed in Table 27. The remaining children are scattered in smaller numbers in the other zip codes.

4. Areas of Unmet Need for Multiple Populations within SPA 4

Within SPA 4 there are nine zip codes that have great unmet need for several of the populations included in this assessment: 90004, 90005, 90006 (Pico Union, Korea Town), 90019, 90020 (Wilshire Center), 90026 (Echo Park), 90029 (Hollywood), 90042 (Highland Park), and 90057 (Westlake).

Infant care for working parents and for low-income working parents is sorely lacking in 90004, 90005, 90006, 90019, 90020, and 90042. More than 1,700 licensed spaces are needed for children zero to three years old in these areas, representing 27 percent of all the unmet need for the entire SPA. The zip codes are also among the few in SPA 4 that lack availability for part-day preschool programs for low-income families and have been assigned a priority for future funding.

Zip code 90026 lacks infant and toddler and preschool spaces for working families and has a great need for subsidized spaces for all age groups of children in low-income working families. In addition, the zip code has a shortfall of part-day preschool spaces to accommodate eligible three and four year olds. Zip codes 90029 and 90057 have a great need for licensed spaces for all age groups to meet the needs of both working and low-income working families. As with much of the County, licensed infant care is in very short supply in SPA 4 and should be a priority for future development.

SPA 5: WEST

1. General Population Data

SPA 5 has a resident child population of approximately 86,844 between the ages of zero and 12 years old, a slight increase (1.1 percent) over the 2006 population number. Table 28 presents the size of various sub-populations and the proportion of the sub-populations to one another.

	Infants		Preschool		School-age	
	#	%	#	%	#	%
All Children*	20,609	23.7%	21,741	25%	44,494	51.3%
With Working Parents**	10,351	50.2%	9,741	44.8%	24,662	55.4%
In Low income Working Families***	1,569	15.1%	1,767	18.1%	5,681	23%
Under CPS supervision**	120	.005%	87	.004%	147	.003%
Low-income with one parent at home (PRESCHOOL ONLY)****			3,199	14.7%		

* Percent represents portion of all children age 0-12

** Percent represents portion of all children within that age group.

*** Percent represents portion of children with working parents.

**** Percent represents portion of all and 4 year old children.

2. Availability of Care by Population and Age

Table 29 looks at capacity to meet the needs of three populations: all working families, low-income working families, and three and four year olds in low-income families with at least one parent at home. Children under CPS supervision are among all of the above groups.

Child care and development options for preschool-age children in SPA 5 are plentiful compared with the other areas of Los Angeles County. There is a surplus in licensed preschool for all families and 85 percent of preschool children in low-income families are able to access subsidized care. However, only about half of all eligible preschool-age children have access to subsidized part-day preschool programs (Table 31).

	Infants		Preschool		School-age		
	CTR	FCC	CTR	FCC	CTR	Lic-ex	FCC
Licensed care (CTR, FCC); License-exempt CTR for school-age only	611	832	11,642	1,630	2,579	2,951	868
Shortfall/surplus for working families	-1,687	-1,278	+5,466	+344	+647		-784
Subsidized Capacity	#	%	#	%	#	%	
Subsidized spaces/services for low-income working families	307	19.6%	1,530	85.7%	3,193	56.2%	
Shortfall/surplus in subsidized care for working families	-1,262	80.4%	-237	13.4%	-2,488	43.8%	
Part-day preschool options for 3-4 year olds in low-income non-working families			1,685	53%			
Shortfall/surplus in part-day preschool spaces			1,514	47%			

The surplus in licensed care for preschool-age children is not new to SPA 5. Usually this SPA displays higher numbers of licensed spaces for two reasons: 1) the average household income is higher in this SPA and parents can pay market rate for child care and development services, which is an incentive to create programs that will be self-sustaining; and 2) there are hundreds of working parents who travel to commercial centers within this SPA and use the care that is available so the programs serve both a resident and commuting population. This means that some families from other SPAs are able to

access care in SPA 5, which reduces the demand in adjacent areas. However, it is impossible at this time to estimate how many families (children) are served from other areas and which areas would then have a decreased demand.

While the numbers of un-served infants and toddlers are smaller in SPA 5, there is still a great need for more infant care (2,900+ spaces). Subsidized care for infant and toddlers is much less available than the preschool care discussed above. Only one in five low-income infant and toddlers can access subsidized care (Table 29).

School-age care availability for children in working families at all income levels is good; the net shortfall is only 137 spaces (combination of FCC and center spaces from Table 29). While Countywide only one in three school-age children can access a licensed or licensed-exempt school site space, only one in 237 children **will not** find a space in SPA 5.

3. Subsidized Child Care and Development Availability and Priorities

Annually, a report is submitted to the CDE detailing the geographic areas with the highest unmet need for publicly-funded child care and development subsidies. Tables 30 and 31 list the zip codes for SPA 5 and provide details in terms of the extent to the unmet need with the priority rating (1, 2 or 3) assigned to the specific zip code.

TABLE 30. PRIORITIES FOR EXPANSION OF SUBSIDIZED FULL-TIME CHILD CARE AND DEVELOPMENT SERVICES IN SPA 5												
SPA 5	Number in Working Families at/below 75% SMI			Total	Total Eligible's Served			Total Served	% Served	Total Un-served	% Un-served	Priority
*Zip Codes	0 to 3	3 thru 5	6 thru 12	All Ages	0 to 3	3 thru 5	6 thru 12	All Ages				
90034	341	378	1,017	1,736	37	147	429	613	35%	1,123	65%	2
SPA Totals	1,569	1,767	5,681	9,017	307	1,530	3,193	5,030	56%	3,987	44%	#1

* Only those zip codes with substantial numbers of un-served children are displayed; all other zip codes have no priority.

As discussed in this section, there is less need for subsidized care in SPA 5. Only one zip code has sufficient numbers of un-served eligible children to warrant a priority ranking of 2. It should be noted that infants and toddlers make up 17 percent of the need for subsidized services, and 32 percent of the un-served population. In 90034 specifically, only about 20 percent are actually able to access subsidized services.

TABLE 31. PRIORITIES FOR EXPANSION OF SUBSIDIZED PART-DAY PROGRAMS FOR THREE AND FOUR YEAR OLDS IN SPA 5												
SPA 5	Number of Children with at Least 1 Parent at Home	Number of Spaces Available in Part-day Preschool Programs					Total	% Served	Total Un-served	% Un-served	Priority	
*Zip Codes	3 & 4 YEAR-OLDS	HS (3-4)	CDE CSPP	LAUP (4)	SRI (4)	Other	3-4	3-4	3-4	3-4		
90034	548	31	70	32		114	247	45%	301	55%	3	
90066	536		2			105	107	20%	429	80%	3	
SPA Total	3,199	524	579	164	0	418	1,685	53%	1,514	47%	#2	

* Only those zip codes with substantial numbers of un-served children are displayed; all other zip codes have no priority.

4. Areas of Unmet Need for Multiple Populations within SPA 5

The only area in SPA 5 that has consistent need for care for multiple populations is 90034 (Palms). The need is for subsidized care for all ages, for part-day preschool programs for low-income families; and this area has the highest unmet need for infant and toddler care for working families in SPA 5.

SPA 6: SOUTH CENTRAL

1. General Population Data

SPA 6 has a resident child population of approximately 254,182 children between zero and 12 years old, a decrease of 9,500 children from the 2006 population number. Table 32 presents the size of various sub-populations and the proportion of the sub-populations to one another.

	Infants		Preschool		School-age	
	#	%	#	%	#	%
All Children*	63,474	25%	63,417	25%	127,291	50%
With Working Parents**	24,726	39%	23,705	37.3%	53,875	42.3%
In low-income Working Families***	14,840	60%	14,381	60.6%	33,071	61.4%
Under CPS supervision**	1,495	2.3%	1,962	3.1%	3,172	2.5%
Low-income with one parent at home (PRESCHOOL ONLY)****			21,452	33.8%		

* Percent represents portion of all children age 0-12

** Percent represents portion of all children within that age group.

*** Percent represents portion of children with working parents.

**** Percent represents portion of all 3 and 4 year old children.

SPA 6 has both the lowest workforce participation rate and the highest percent of low-income families among the working families population. Only about 40.2 percent of SPA 6 parents are in the workforce compared to 50.1 percent Countywide. In addition, a higher percent of working families are low-income and eligible for subsidy – 60.9 percent compared to 37.6 percent countywide. Fully one in every three preschool-age children is in a low-income family with at least one non-working parent.

2. Availability of Care by Population and Age

Table 33 looks at capacity to meet the needs of three populations: all working families, low-income working families, and three and four year olds in low-income families with at least one parent at home. Children under CPS supervision are among all of the above groups.

SPA 6 Capacity for Working Families	Infants		Preschool		School-age		
	CTR	FCC	CTR	FCC	CTR	Lic-ex	FCC
Licensed care (CTR, FCC); License-exempt CTR for school-age only	738	3,428	11,859	6,720	1,512	21,069	3,565
Shortfall/surplus for working families	-4,751	-1,591	-3,170	-3,591	+11,914		-44
Subsidized Capacity	#	%	#	%	#	%	
Subsidized spaces/services for low-income working families	4,151	28%	9312	64.8%	26,201	79.2%	
Shortfall/surplus in subsidized care for working families	-10,689	72%	-5,069	35.2%	-6,878	20.8%	
Part-day preschool options for 3-4 year olds in low-income non-working families			14,011	65.3%			
Shortfall/surplus in part-day preschool spaces			-7,441	34.7%			

There is a good supply of after-school care, primarily due to the proliferation of ASES Programs and 21st Century CLCs on school campuses. However, this care is not available during school vacation periods so it may not completely serve the needs of working families. The need for more licensed care options for infants and toddlers and preschool-age children of working families is nearly equal. Given the high percent of families who are working and are also low-income, it is not surprising that the unmet need for subsidy for these age groups is also high:-10,689 and -5,069 respectively. (Table 33) Despite the high level of resources that have already been developed in this area, more spaces in both family child care and centers are needed, but there must also be more subsidies in order to ensure access to new spaces.

3. Subsidized Child Care and Development Availability and Priorities

Annually a report is submitted to the CDE detailing the geographic areas with the highest unmet need for publicly-funded child care and development services. Tables 34 and 35 list the zip codes for SPA 6 and provide details in terms of the extent of the unmet need with the priority rating (1, 2 or 3) assigned to the specific zip code.

SPA 6 *Zip Codes	Number in Working Families at/below 75% SMI			Total	Total Eligible's Served			Total Served	% Served	Total Un- served	% Un- served	Priority
	0 to 3	3 thru 5	6 thru 12	All Ages	0 to 3	3 thru 5	6 thru 12	All Ages				
90001	1,112	969	2,169	4,250	209	411	1,326	1,946	46%	2,304	54%	1
90002	621	594	1,471	2,686	213	320	1,378	1,911	71%	775	29%	2
90003	804	896	1,772	3,472	341	701	1,579	2,621	75%	851	25%	3
90007	483	449	1,153	2,085	121	340	716	1,177	56%	908	44%	2
90011	1,879	1,355	4,077	7,311	260	879	3,453	4,592	63%	2,719	37%	1
90016	446	455	1,315	2,216	161	272	1,098	1,531	69%	686	31%	3
90018	650	668	1,477	2,795	216	538	1,186	1,940	69%	855	31%	2
90037	938	896	2,180	4,014	236	548	1,858	2,642	66%	1,372	34%	2
90044	1,419	1,787	3,926	7,132	468	729	3,184	4,381	61%	2,750	39%	1
90062	417	448	874	1,739	149	157	654	960	55%	779	45%	2
90220	586	546	1,203	2,335	176	290	1,203	1,669	71%	665	29%	3
90221	707	723	1,489	2,919	215	378	793	1,386	47%	1,533	53%	1
90222	439	401	912	1,752	113	139	675	927	53%	825	47%	2
90262	1,177	896	1,641	3,714	85	251	1,253	1,589	43%	2,126	57%	1
90723	872	935	1,807	3,614	82	153	1,176	1,411	39%	2,203	61%	1
SPA Totals	14,840	14,381	33,071	62,292	4,151	9,312	26,201	39,664	64%	22,628	36%	# 15

* Only those zip codes with substantial numbers of un-served children are displayed; all other zip codes have no priority.

While the percent of the low-income children in working families able to access subsidized child care and development services (64 percent) is high compared to other SPAs, the number of eligible children left un-served is huge: 22,628, of which over 10,000 are infants and toddlers(47 percent) (Table 34). Since several studies document that access to child care for low-income adults is a key factor in entering the workforce, the high rate of unemployment may be addressed to some extent by ensuring more subsidized infant and toddler care in this area.

TABLE 35. PRIORITIES FOR EXPANSION OF SUBSIDIZED PART-DAY PROGRAMS FOR THREE AND FOUR YEAR OLDS IN SPA 6

SPA 6	Number of Children with at Least 1 Parent at Home	Number of Spaces Available in Part-day Preschool Programs					Total 3-4	% Served 3-4	Total Un-served 3-4	% Un-served 3-4	Priority
		3 & 4 YEAR-OLDS	HS (3-4)	CDE CSPP	LAUP (4)	SRI (4)					
90001	1,433	102	331	48		335	816	57%	617	43%	2
90002	1,296	367	79	32	86	217	781	60%	515	40%	2
90003	1,847	433	148	24		358	963	52%	884	48%	1
90011	2,917	816	200	224		548	1,788	61%	1,129	39%	1
90018	784	73	114	23		141	351	45%	433	55%	3
90037	1,382	88	217	222		202	729	53%	653	47%	2
90044	1,886	444	382			416	1,242	66%	644	34%	2
90047	619	116	60	34		83	293	47%	326	53%	3
90062	521	29	100			44	173	33%	348	67%	3
90221	1,297	139	151	168			458	35%	839	65%	1
90723	879	161	164	96	60		481	55%	398	45%	3
SPA Total	21,452	5,762	2,967	1,921	382	2,979	14,011	65%	7,441	35%	#11

* Only those zip codes with substantial numbers of un-served children are displayed; all other zip codes have no priority.

In SPA 6, two out of every three eligible children are able to access a subsidized part-day preschool space. This is slightly less than the Countywide average of 70 percent served. There are over 7,000 children needing spaces distributed across 11 out of 20 zip codes, representing 24 percent of all the unmet need in Los Angeles County for part-day preschool.

4. Areas of Unmet Need for Multiple Populations within SPA 6

Several zip code areas within SPA 6 appear to have unmet need for multiple populations of children and families: 90002 (Watts), 90003, 90011, 90037, 90044 (South Central), 90221, 90222 (Compton), 90262 (Lynwood), and 90723 (Paramount).

Care for infants and toddlers in working families and subsidized care for children of all ages of low-income working families is greatly needed in all these areas. In addition, preschool options for working families of all income levels are needed in 90002, 90003, 90037, 90044, 90262, and 90723. Addressing the availability of subsidized care options, especially for infants and toddlers and preschool-age children, will positively impact the general availability of care.

Finally, as Table 35 indicates, all these areas have an unmet need for part-day preschool for low-income three and four year olds in families with at least one non-working parent.

SPA 7: EAST

1. General Population Data

SPA 7 has a resident child population of approximately 272,889 between the ages of zero and 12 years old, a decrease of about 27,000 (9 percent) from 2006. Table 36 shows the breakout by age with information on the proportion of children of working parents, children in low-income families, children

(preschool only) with at least one parent at home, and children under the supervision of child protective services (CPS).

	Infants		Preschool		School-age	
	#	%	#	%	#	%
All Children*	62,880	23%	64,181	23.5%	145,829	53.5%
With Working Parents**	31,448	50%	33,371	52%	76,407	52.4%
In Low income Working Families***	11,289	35.9%	11,125	33.3%	27,042	35.4%
Under CPS supervision**	120	.02%	1,142	1.7%	1,841	1.3%
Low-income with one parent at home (PRESCHOOL ONLY)****			14,852	23%		

* Percent represents portion of all children age 0-12
 ** Percent represents portion of all children within that age group.
 *** Percent represents portion of children with working parents.
 **** Percent represents portion of all 3 and 4 year old children.

2. Availability of Care by Population and Age

Table 37 looks at capacity to meet the needs of the three populations described above: all working families, low-income working families, and three and four year olds in low income families with at least one parent at home. Children under CPS supervision are among all of the above groups.

SPA 7 Capacity for Working Families	Infants		Preschool		School-age		
	CTR	FCC	CTR	FCC	CTR	Lic-ex	FCC
Licensed care (CTR, FCC); License-exempt CTR for school-age only	480	2,605	11,500	5,099	3,349	17,892	2,729
Shortfall/surplus for working families	-6,501	-3,779	-9,658	+694	+64		-49
Subsidized Capacity	#	%	#	%	#	%	
Subsidized spaces/services for low-income working families	1,622	14.4%	3,720	33.4%	17,051	63%	
Shortfall/surplus in subsidized care for working families	-9,667	85.6%	-7,405	66.6%	9,991	37%	
Part-day preschool options for 3-4 year olds in low-income non-working families			12,473	84%			
Shortfall/surplus in part-day preschool spaces			-2,379	16%			

Like SPA 3, SPA 7 has many part-day preschool options, which is evident from the fact that 84 percent of eligible children may be served.

With a combination of licensed family child care, center-based care, and the licensed-exempt ASES Programs and 21st Century CLCs, it appears that all of the need for school-age care by working families has been met. However, this does not take into consideration that the ASES Programs and 21st Century CLCs are only after-school programs that operate when school is in session, not during vacation periods. It may not completely serve the needs of many working families, although it will be used by some of families as child care.

3. Subsidized Child Care and Development Availability and Priorities

Annually a report is submitted to the CDE detailing which geographic areas have the highest unmet need for publicly-funded child care and development services. Tables 38 and 39 list the zip codes for SPA 7 and provide details in terms of the extent of the unmet need for either low-income working families or for part-day preschool services with priority ratings (1, 2 or 3) assigned to specific zip codes.

TABLE 38. PRIORITIES FOR EXPANSION OF SUBSIDIZED FULL-TIME CHILD CARE AND DEVELOPMENT SERVICES IN SPA 7												
SPA 7	Number in Working Families at/below 75% SMI			Total	Total Eligible's Served			Total Served	% Served	Total Un-served	% Un-served	Priority
*Zip Codes	0 to 3	3 thru 5	6 thru 12	All Ages	0 to 3	3 thru 5	6 thru 12	All Ages				
90022	839	831	2,026	3,696	191	429	953	1,573	43%	2,123	57%	1
90063	725	715	1,625	3,065	104	311	855	1,270	41%	1,795	59%	1
90201	1,488	1,556	3,392	6,436	118	152	1,514	1,784	28%	4,652	72%	1
90241	483	507	1,322	2,312	30	115	162	307	13%	2,005	87%	1
90242	407	346	944	1,697	49	208	687	944	56%	753	44%	2
90255	869	753	2,147	3,769	93	369	1,153	1,615	43%	2,154	57%	1
90270	456	392	758	1,606	29	27	688	744	46%	862	54%	2
90280	1,033	822	1,738	3,593	97	153	1,738	1,988	55%	1,605	45%	1
90602	257	379	655	1,291	23	31	258	312	24%	979	76%	2
90605	362	368	731	1,461	35	65	569	669	46%	792	54%	2
90640	602	613	1,771	2,986	81	88	618	787	26%	2,199	74%	1
90650	878	752	2,224	3,854	149	584	1,596	2,329	60%	1,525	40%	1
90660	432	432	1,224	2,088	95	204	868	1,167	56%	921	44%	2
90706	839	839	1,620	3,298	114	198	795	1,107	34%	2,191	66%	1
90716	183	191	496	870	39	17	203	259	30%	611	70%	3
SPA Totals	11,289	11,125	27,042	49,456	1,622	3,720	17,051	22,393	45%	27,063	55%	#15

* Only those zip codes with substantial numbers of un-served children are displayed; all other zip codes have no priority.

SPA 7 has the highest percentage of unmet need for subsidized child care services across all age groups: 55 percent; the Countywide average is 45 percent. (Table 7) Unmet need for subsidized infant and toddler care is 85.6 percent, which is the highest for the entire County. As an indication of the great need for subsidized child care and development services for all ages, SPA 7 has more priority 1 areas than any other SPA.

TABLE 39. PRIORITIES FOR EXPANSION OF SUBSIDIZED PART-DAY PROGRAMS FOR THREE AND FOUR YEAR OLDS IN SPA 7											
SPA 7	Number of Children with at Least 1 Parent at Home	Number of Spaces Available in Part-day Preschool Programs					Total	% Served	Total Un-served	% Un-served	Priority
*Zip Codes	3 & 4 YEAR-OLDS	HS (3-4)	CDE CSPP	LAUP (4)	SRI (4)	Other**	3-4	3-4	3-4	3-4	
90063	1,151	278	98			282	658	57%	493	43%	3
90201	2,051	478	596	64	115	275	1,528	75%	523	25%	2
90241	425						0	0%	425	100%	3
90280	1,719	240	255	198	96	490	1,279	74%	440	26%	3
90706	936	124	222	72			418	45%	518	55%	2
SPA Total	14,852	4,954	4,459	1,213	211	1,636	12,473	84%	2,380	16%	#5

* Only those zip codes with substantial numbers of un-served children are displayed; all other zip codes have no priority.

** LAUSD's School Readiness Language Development Program (SLRDP) provided on elementary school sites.

Because this SPA has an abundance of part-day preschool options, 84 percent of eligible children are served and there are only five zip codes with substantial numbers of children remaining un-served, however none are priority 1 areas.

4. Areas of Unmet Need for Multiple Populations within SPA 7

The following areas have the most substantial unmet needs in SPA 7 that relate to services for multiple populations: 90063 (City Terrace), 90201(Bell Gardens, Bell, Cudahy), 90255 (Huntington Park), 90270 (Maywood), 90280 (South Gate), 90602, 90605 (Whittier), 90650 (Norwalk), 90706 (Bellflower), and 90241, 90242 (Downey).

City Terrace, Downey, Huntington Park, and Maywood need increased licensed care options for infants and toddlers, preschool and school-age children of working families and subsidized care for all age groups in low-income working families. In addition, 90241 (Downey) needs some part-day preschool spaces.

Bell, Bell Gardens, Cudahy (90201), South Gate, Norwalk, and Bellflower need more care for infants and toddlers and preschool-age children of working parents and subsidized care for all age groups in low-income working families. In addition, 90201 has unmet need for part-day preschool.

In Whittier (90602, 90605), there is need for care for infants and toddlers and preschool-age children of working parents and subsidized care for all age groups in low-income working families.

SPA 8: SOUTH BAY/HARBOR

1. General Population Data

SPA 8 has a resident child population of 283,896 between the ages of zero and 12 years old, a decrease of about 34,000 children (-10.7 percent) from the 2006 population. Table 40 displays breakouts by age, information on the counts and proportions of children of working parents, children in low-income families, or children (preschool only) with at least one parent at home, and children under the supervision of child protective services (CPS). The population proportions very closely match the Countywide averages, although the workforce participation rate is higher.

TABLE 40. CHILD COUNTS FOR SPA 8						
	Infants		Preschool		School-age	
	#	%	#	%	#	%
All Children*	64,651	22.8%	67,511	23.8%	151,734	53.4
With Working Parents**	32,951	51%	35,900	53.2%	84,402	55.6%
In Low income Working Families***	11,801	35.8%	9,077	25.3%	31,061	36.8%
In Child Protective Services (CPS)**	945	1.5%	1,098	1.6%	1,662	1.1%
Low-income with one parent at home (PRESCHOOL ONLY)****			14,993	22.2%		

* Percent represents portion of all children age 0-12
 ** Percent represents portion of all children within that age group.
 *** Percent represents portion of children with working parents.
 **** Percent represents portion of all 3 and 4 year old children.

2. Availability of Care by Population and Age

Table 41 looks at capacity to meet the needs of the three of the populations: all working families, low-income working families, and three and four year olds in low income families with at least one parent at home. Children under CPS supervision are among all of the above groups.

	Infants		Preschool		School-age		
	CTR	FCC	CTR	FCC	CTR	Lic-ex	FCC
Licensed care (CTR, FCC); License-exempt CTR for school-age only	1,917	3,630	22,153	7,117	3,467	15,962	3,776
Shortfall/surplus for working families	-5398	-3,059	-607	+2,378	+2,717		-1,879
Subsidized Capacity	#	%	#	%	#	%	
Subsidized spaces/services for low-income working families	2,610	22.1%	5,390	59.4%	18,132	58.4%	
Shortfall/surplus in subsidized care for working families	-9,191	77.9%	-3,687	40.6%	-12,929	41.6%	
Part-day preschool options for 3-4 year olds in low-income non-working families			10,573	70.5%			
Shortfall/surplus in part-day preschool spaces			4,420	29.5%			

SPA 8 has a good supply of preschool child care and development options for working families; there is a very small shortfall of 607 center-based preschool spaces, which is made up for by a surplus of family child care spaces. There is an ample supply of school-age care as well, although many of the spaces are in the ASES and 21st Century CLC school site programs, which do not completely address the needs of working parents since the programs do not operate during school vacation periods. There is a shortfall in family child care spaces for school-age.

The greatest need is for licensed child care and development options for infants and toddlers. Only 22 percent of all children in this age group with working parents can access a licensed space. This mirrors the Countywide shortfall in subsidized care for infants and toddlers.

3. Priorities for Subsidized Child Care and Development

Annually a report is submitted to the CDE detailing the geographic areas with the highest unmet need for publicly-funded child care and development services. Tables 42 and 43 list the zip code areas for SPA 8 and provide details in terms of the extent of the unmet need for either low-income working families or for part-day preschool services with priority ratings (1, 2 or 3) assigned specific zip codes.

TABLE 42. PRIORITIES FOR EXPANSION OF SUBSIDIZED FULL-TIME CHILD CARE AND DEVELOPMENT SERVICES IN SPA 8

SPA 8 *Zip Codes	Number in Working Families at/below 75% SMI			Total	Total Eligible's Served			Total Served	% Served	Total Un- served	% Un- served	Priority
	0 to 3	3 thru 5	6 thru 12		All Ages	0 to 3	3 thru 5					
90247	439	354	831	1,624	84	117	789	990	61%	634	39%	3
90250	1,072	952	2,974	4,998	297	350	1,370	2,017	40%	2,981	60%	1
90301	625	456	1,162	2,243	110	215	525	850	38%	1,393	62%	2
90302	507	371	1,084	1,962	139	171	406	716	36%	1,246	64%	2
90303	423	255	910	1,588	114	209	505	828	52%	760	48%	2
90304	412	312	1,194	1,918	31	48	1,065	1,144	60%	774	40%	2
90501	334	255	967	1,556	34	53	159	246	16%	1,310	84%	2
90504	136	76	524	736	11	8	83	102	14%	634	86%	3
90731	612	444	1,642	2,698	159	377	901	1,437	53%	1,261	47%	2
90744	673	581	1,962	3,216	100	591	1,368	2,059	64%	1,157	36%	2
90802	386	324	955	1,665	108	152	479	739	44%	926	56%	2
90804	400	333	1,276	2,009	90	94	531	715	36%	1,294	64%	2
90805	1,573	863	3,499	5,935	308	572	1,628	2,508	42%	3,427	58%	1
90806	520	460	1,470	2,450	101	319	710	1,130	46%	1,320	54%	2
90810	399	277	1,139	1,815	91	151	784	1,026	57%	789	43%	2
90813	1,060	936	2,538	4,534	136	245	699	1,080	24%	3,454	76%	1
SPA Totals	11,801	9,077	31,061	51,939	2,610	5,390	18,132	26,132	50%	25,807	50%	#16

* Only those zip codes with substantial numbers of un-served children are displayed; all other zip codes have no priority.

Several zip codes have substantial unmet need for subsidized services for children of low-income working parents across all age groups. Three zip codes rate a priority 1 ranking: 90250 (Hawthorne), 90805, and 90813 (Long Beach). In SPA 8, 50 percent of all eligible children are able to access subsidized care, which is a little lower than the Countywide average of 55 percent (*Table 7*). Once again, infants and toddlers have the least access to subsidized child care with only 22 percent served compared with 59 percent for preschool-age and 58 percent for school-age as discussed in *Table 41*. The zip codes ranked as first priority each have over 1,000 eligible infants and toddlers in need of subsidized care.

SPA 8 has a good supply of part-day preschool programs for three and four year olds, although there is still a regional shortfall of over 4,000 spaces. The zip codes most affected are displayed in the *Table 43* and represent 76 percent of the unmet need for half-day preschool spaces in the entire SPA, based on a calculation with data from *table 43*.

TABLE 43. PRIORITIES FOR EXPANSION OF SUBSIDIZED PART-DAY PROGRAMS FOR THREE AND FOUR YEAR OLDS IN SPA 8

SPA 8	Number of Children with at Least 1 Parent at Home	Number of Spaces Available in Part-day Preschool Programs					Total 3-4	% Served 3-4	Total Un-served 3-4	% Un-served 3-4	Priority
		HS (3-4)	CDE CSPP	LAUP (4)	SRI (4)	Other					
90301	560		48				48	9%	512	91%	3
90501	514		128	16		36	180	35%	334	65%	3
90731	733	64	70			114	248	34%	485	66%	2
90744	1,034	128	100	47	43	169	487	47%	547	53%	2
90802	539	24	82				106	20%	433	80%	2
90804	662	128	46				174	26%	488	74%	3
90805	1,602	534	314	174			1,022	64%	580	36%	2
SPA Total	14,993	3,864	3,859	1,246	163	1,441	10,573	71%	4,420	29%	#7

* Only those zip codes with substantial numbers of un-served children are displayed; all other zip codes have no priority.

4. Areas of Unmet Need for Multiple Populations within SPA 8

Seven zip codes in SPA 8 have substantial unmet needs for multiple populations of children: 90250 (Hawthorne), 90301 (Inglewood), 90304 (Lennox), 90501 (Torrance), and 90804, 90805, 90813 (Long Beach). The first three zip codes are adjacent and form a strip between Florence Avenue on the north and Rosecrans on the south running just east of the 405 freeway. Each of the zip codes has a tremendous need for infants and toddlers in working families and in low-income working families. In addition, 90250, 90304, and 90501 and all the Long Beach zip codes lack preschool spaces to serve working families. All but 90304 have substantial shortfalls in subsidized care for school-age children.

Finally, 90301, 90501, 90804, and 90805 lack sufficient part-day preschool spaces for the eligible population.



APPENDICES

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APPENDIX A. Data Sources and Calculations

POPULATION DATA: NUMBER OF CHILDREN WITHIN ZIP CODE, CENSUS TRACT, OR SERVICE PLANNING AREA (SPA)

The numbers of infants and toddlers, preschool children, and school-age children, as well as the number of children with two employed parents or a single employed parent was derived from U.S. Census Data and Department of Finance population data. The age categories are defined as follows: infants and toddlers (zero up to 36 months old); preschoolers (three through five years old); and school-age children (six to 12 years old).

For the analysis of need for part-day preschool, the number of three and four year olds in families where at least one parent is at home and where income did not exceed 75 percent of State Median Income (SMI) is used.

Analysis of the need for subsidized services relies on calculations using census data to count children/families by income categories, the largest being families at or below 75 percent of the SMI as of 2007. This income level was used because until July 2011, it was the ceiling for determining eligibility for CDE-funded child care and development services. While Head Start families must qualify at the lower Federal Poverty Levels (FPL), Head Start eligible children and families are captured in the counts of families using the 75 percent SMI standard.

ESTIMATED USE OF CARE BY TYPE AND BY AGE OF CHILD

Types of Care

Family Child Care (FCC) refers to settings where an individual has obtained a license to care for a small group of children (usually licensed for six to eight or 12 to 14 children) in his/her own home.

Center-Based Care refers to licensed facilities specifically designed to provide child care and development services to larger groups of children.

Legally License-Exempt Care is a category that includes in-home and out-of-home caregivers. Providers may be friends, neighbors, or family members. Nannies are included in the license-exempt care category. License-exempt providers are not required to obtain a child care facility license if they care for the children of only one family, excluding their own children.

There is another category of legally license-exempt care which is center-based. In this report we refer to this category as **school-age license-exempt center-based care**. As the name suggests, this is group care for school-age children situated on school campuses for the benefit of only those children attending the school. For the purpose of this needs assessment, we have included the number of license-exempt center-based spaces with licensed center-based capacity for school-age children. The numbers were obtained through a survey of school districts conducted in the winter of 2011 and the report of ASES Program and 21st Century CLC sites provided by LACOE, as well as the list of the L.A.'s Best sites operated on LAUSD campuses.

For Infants and Toddlers and Preschool Children

Rates for the type of care used by the two age cohorts, infant and toddlers and preschool-age children, are derived from the results of the most recently published Los Angeles County Health (LACH)

Survey.¹⁴ The LACH Survey consisted of interviews with 5,728 parents and was conducted via telephone in which respondents were selected using an unrestricted random digit dial sampling methodology inclusive of all eligible telephone households in Los Angeles County. Survey participants with children five years or younger were asked questions related to their use of child care. Survey results on the frequency of use of types of care reported by respondents were used to estimate the number of children, by age cohort, participating in each type of care Countywide. Using those estimates (for zero to three year olds, and three through five years old) as the universe, staff prorated the survey populations to determine a working percent that could be applied to the total population of children in working families for the needs assessment.

For example, LACH Survey response tables indicated that a certain percent of children zero to three years old were enrolled in licensed family child care. The percent was 20.3 percent of the total estimated population of zero to three year olds using any type of care. Thus, 20.3 percent was applied to the general population of zero to three year olds with working families as a way to estimate the likelihood of families using licensed family child care homes. The term “estimated use of care” will be used in all the tables for columns indicating the numbers of children in a particular care type based on the data described above. **The estimates are not to be viewed as actual counts, but only as an indication of the potential population likely to use a specific care type.**

This is important in considering the overall needs for child care and development in the County as it is clear that parents do have preferences and that just because a care option is available, does not mean it will be used. Quality, location, age of child, and cost are major factors in parental decisions about the type of care used. Adding up all the children and comparing that number with all the spaces in any type of care would over-simplify the picture of need and demand.

The estimates for the types of child care used by working parents for children from zero to five years were derived through calculations based on percentages extracted from the LACH Survey to create the formula.

Families with infant and toddlers:

- 20.3 percent are likely to use family child care
- 22.2 percent are likely to use center-based care
- 57.5 percent are likely to use license-exempt care

Families with preschool-age children:

- 7.4 percent are likely to use family child care
- 59.6 percent are likely to use center-based care
- 33.0 percent are likely to use license-exempt care

Specific estimates per SPA could not be generated due to small sample sizes for some of the SPAs, therefore the above percentages were applied Countywide.

For School-age Children

Estimates on use of care by type were derived from the Urban Institute's research which includes data from the National Survey of American Families (NSAF).¹⁵

¹⁴ Los Angeles County Health Survey conducted by the Department of Public Health: <http://publichealth.lacounty.gov/ha/>.

¹⁵ Capizzano, J., Tout, K., Adams, G. 2000; *Child Care Patterns of School-age Children with Employed Mothers*; <http://www.urbaninstitute.org>.

This survey provides data for child care arrangements of school-age children. The NSAF was a survey that relied on a random sample of telephone numbers, and in households without telephones, cellular telephones were provided to complete the interviews. The survey over-sampled low-income families as well as racial and ethnic minorities, immigrants, and recipients of government services. There has been no comparable survey related to school-age care since 1997. The article cited included data specific to California.

The estimates for the types of child care selected for school-age children by working mothers in California consisted of the following percentages:

- 19.8 percent for center-based care (including licensed and license-exempt programs)
- 6.7 percent for family child care
- 73.5 percent for license-exempt care

All remaining child care arrangements, such as nannies/babysitters, relatives, self-care, and parent/other care, were assigned to the license-exempt care category (73.5 percent).

These estimates of use of care by type for school-age children are not derived specifically from Los Angeles residents; the California profile from the Urban Institute report provided the best proxy for Los Angeles County estimates.

ESTIMATED LICENSED CAPACITY

The California Department of Social Services/Community Care Licensing Division (CDSS/CCLD) supplied data for the licensed capacity of family child care homes and centers.¹⁶ The data is coded so that licensed capacity by age for centers is easily obtained.

The data on capacity allows for differentiation between small and large family child care homes. Because family child care providers do not have to designate a particular age to be served as do licensed centers, it is necessary to estimate how many spaces overall might be used by infants and toddlers, preschoolers and school-age children. Age distribution within family child care homes was determined based on the results of the *California Early Care and Education Workforce Study: Licensed Family Child Care providers. Los Angeles County 2006*.¹⁷ The study included a telephone survey of 1,155 providers conducted by the California Child Care Resource and Referral Network and the Center for the Study of Child Care Employment. Providers were asked how many children were currently enrolled and the ages of the enrolled children. The responses provided an average enrollment by age that was used to calculate percentages applied to the total licensed capacity for each area. In Table 44, the average enrollment numbers have been rounded so that totals may not equal actual licensed capacity limits.

TABLE 44. ESTIMATED AVERAGE DISTRIBUTION OF CHILDREN BY AGE IN FAMILY CHILD CARE				
	Small FCC (6)	Small FCC (8)	Large FCC (12)	Large FCC (14)
Infants	1.6	2.1	2.9	3.4
Preschool	2.7	3.6	6.3	7.4
School-age	1.7	2.4	2.8	3.2

¹⁶ March 2011.

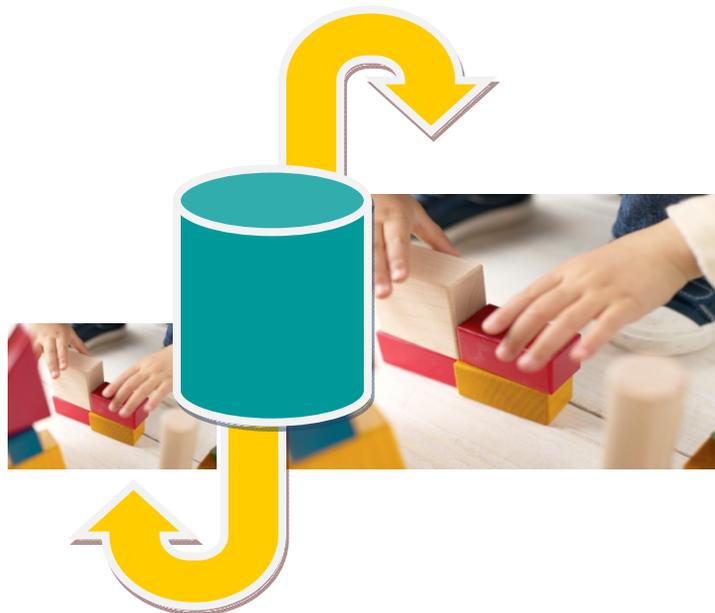
¹⁷ Whitebrook, M., Sakai, L., Kipnes, F., Lee, Y., Bellm, D., Speigleman, R., Almaraz, M., Stubbs, L., & Tran, P. (2006). *California Early Care and Education Workforce Study: Licensed family child care providers. Los Angeles County 2006*. Berkeley, CA; Center for the Study of Child Care Employment, and San Francisco, CA: California Child Care Resource and Referral Network.

ESTIMATED SURPLUS/SHORTFALL

The estimated surplus or shortfall in capacity is the difference between the estimated need for/use of care by type and by age of children, and the respective capacities of each type of care. Complete data tables will be available on the Office of Child Care website at www.childcare.lacounty.gov. The spreadsheets and tables will indicate a surplus in capacity with a positive number and a shortfall with a negative number. It is not unusual to find that in the same geographic area there may be a shortfall for one type of care and a surplus for another type of care.

CAPACITY FOR LICENSE-EXEMPT CARE

The capacity for license-exempt care provided by individuals cannot be measured. In most circumstances, the individuals providing care are doing so based on a relationship with the parent(s) of the child. When the need for child care ends, so does the status of the individual as a provider of child care. It is possible to get a count of those receiving subsidies on behalf of income-eligible children at any point in time. However, this would exclude all other license-exempt caregivers who are paid directly by the families. This is a very fluid population that changes quickly and does not have the stability of licensed facilities or license-exempt school-based programs. For needs assessment purposes, it is assumed that the percent remaining after subtracting those children/families likely to use licensed care options, is the percent using license-exempt care.



APPENDIX B: METHODOLOGY

The survey of all center-based subsidized child care and development spaces was critical to conducting a comprehensive assessment of need for subsidized care throughout Los Angeles County. While each ECE Data Collaboration member had a piece of the data, there were still gaps in the information. In planning the survey, it was necessary for the ECE Data Collaboration to identify and accommodate overlaps among the contractors. Many Head Start agencies also provide state-funded preschool. Many LAUP providers are either Head Start or state-funded as well.

The survey was designed by the ECE Data Collaboration members to be conducted via e-mail as much as possible. The survey was initiated via an e-mail announcement followed by the actual survey forms. Each contractor was provided with an instruction sheet defining the fields in the survey and explaining how to allocate spaces by program type or schedule. The survey asked for agency name, site name, site address, zip code, and licensed capacity. Additional columns named a contract type (Head Start, Early Head Start, California State Preschool Program (CSPP), California Center-based (CCTR) for children from zero to three years old, Center-based for children from six to 12 year olds, LAUP, the School Readiness Initiative, and “Other (0-3)”, “Other (3-5)”, and “Other (6-12)” . Next to each column naming a program type were columns where the program schedule (part-day, full-day) could be assigned to the space count for that program type. Those completing the survey were asked to indicate the number of spaces for each program type and then the number of spaces by schedule. For example, Agency A reports a total of 80 spaces in the CSPP column, and then further breaks them out in this way: 60 part-day/part-year and 20 full-day/full-year. This strategy would let the partners compare specific populations of children with the most appropriate service spaces.

Much time was spent in following-up with contractors who had not responded for one reason or another. In some cases, partners collected the data over the telephone and completed the spreadsheets for a contractor. For LAUSD, which has well over 100 sites and multiple programs, the data was requested through administrative offices using a different format that was “translated” into the survey spreadsheet.

There were some agencies that did not respond or responded with incomplete information, not using the survey. A spreadsheet was created on these agencies using CDSS/CCLD data, CDE contract data, and, where possible, the agency’s website information. By triangulating these sources, the ECE Data Collaboration attempted to allocate the agencies’ reported spaces to specific sites. This was done in very few cases where the numbers of spaces that would be uncounted were substantial; to leave them out would distort the end result too dramatically.

The results of the survey conducted between November 2010 and May 2011 is the most comprehensive and site specific information available for subsidized child care and development services in Los Angeles County. This became a key data source for the needs assessment analysis.

ADDITIONAL CAPACITY/SERVICE DATA

Other data sets used included CDE reports on child enrollments by age and zip code for non-center-based program types such as the Alternative Payment (AP) Program, CalWORKS Stages 2 and 3 Child Care, and Family Child Care Home Education Networks. The CDSS/CCLD data was used to define the universe of “licensed care” both in center facilities and in family child care homes. Other data was obtained from DPSS for enrollments of families in CalWORKs Stage 1 Child Care and from DCFS for the number of children with a child protective services designation by age and by zip code.

Finally, some program specific lists were obtained to round out the data collection. LACOE supplied a site specific list of the ASES Programs and the 21st Century CLCs; LAUSD provided a list of its Best

Start afterschool sites and its School Readiness Language Development Program (SRLDP) sites. The ASES Program, Best Start, 21st Century CLC and SRLDP sites are license-exempt. The school-age data provided in the above-mentioned lists was combined with the results of a survey of school districts conducted by the Office of Child Care asking about the license-exempt afterschool programs offered on school campuses. In the 2011 needs assessment, all the estimated ASES Program and 21st Century CLC spaces have been used in determining both the unmet need for school-age children of working families regardless of income and the need for working families eligible for child care subsidies. The increased availability of ASES Program and 21st Century CLC spaces has dramatically decreased the gap between the number of children needing care and the spaces available.

Armed with data sets of the number of children by one year age cohorts, the number of children in working families, the number of children in families at four different income levels and all the enrollment and site data, the ECE Data Collaboration was able to develop several spreadsheets, each of which presented a picture of need and capacity for various segments of child/family populations in Los Angeles County. The populations are:

- Children zero to three years old in working families;
- Children three to five years old in working families;
- Children six to 12 years old in working families;
- Children zero to three years old in low-income working families;
- Children three to five years old in low-income working families;
- Children six to 12 years old in low-income working families;
- Children three to four years old in families at or below 100 percent of the federal poverty level;
- Children three to four years old in families at or below 130 percent of the federal poverty level;
- Children three to four years old in families at or below 75 percent of the SMI and with at least one non-working parent; and
- Children three to four years old at all income levels.

Each population would be compared to the types of care for which that population of children was eligible. For example, numbers of children in working families would be compared to the available spaces in full-time child care and development services; low-income infants and toddlers would be compared to the availability of subsidized child care for ages zero to three. For the purposes of this report, the Planning Committee focused on children in working families (all ages), children in low-income working families (all ages) and children three to four years old in families at or below 75 percent of the SMI and with at least one non-working parent.

Once the spreadsheets were defined and produced, the ECE Data Collaboration worked on a process of joint analysis specifically for the data for low-income three and four year olds with at least one parent at home. This population was defined as the one best able to take advantage of the many part-day preschool programs available throughout the County. Part day preschool was the one form of child care and development for which all members of the ECE Data Collaboration needed to develop priorities. The joint analysis resulted in a rubric for identifying high need areas for funding and program development that was acceptable to all partners of the ECE Data Collaboration. The rubric involved identifying the zip code/census tract areas that appeared to have large numbers of un-served children. These areas were further screened based on the percent of un-served children and the availability of services in areas immediately adjacent.

The final rule used to determine priority ranking of 1, 2 or 3 for part-day preschool for three and four year olds in low-income families with at least one non-working parent is as follows:

- Priority 1: At least 700 un-served children, which represents no less than 25 percent of all eligible children.
- Priority 2: At least 500 un-served children which represents no less than 25 percent of all eligible children.
- Priority 3: At least 300 un-served children which represents no less than 25 percent of all eligible children.







PUBLIC POLICY PLATFORM
First Year of 2015-16 Legislative Session

Introduction

The Child Care Planning Committee (Planning Committee) and Policy Roundtable for Child Care and Development (Roundtable) promote policies designed to increase the availability of and access to affordable, high quality early care and education programs for all children and their families of Los Angeles County. This public policy platform presents current and emerging policy issues in early care and education that are consistent with the County of Los Angeles State Legislative Agenda for the First Year of the 2015-16 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.
- 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.
- 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:

- Focusing on teachers and other members of the workforce gaining skills and demonstrating competencies in the following areas: 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, 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.
- 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.

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:

- Expanding access to high quality subsidized services for all eligible children, including infants and toddlers and children with disabilities and other special needs as well as preschool and school age children.
- Increasing levels of reimbursement in the Standard Reimbursement Rate (SRR) and the Regional Market Rate (RMR) to compensate providers for the true cost of high quality services.
- 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 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.
- Establishing 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.
- 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.

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.
- 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.

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REFERENCE MATERIALS

Title	Subject	Location
BASIC CHILD CARE PLANNING COMMITTEE (PLANNING COMMITTEE) MATERIALS		
Membership Manual		
<i>Planning Committee Fact Sheet</i>	One page overview of Planning Committee History and Purpose	www.childcare.lacounty.gov – go to “About Us” and then “Child Care Planning Committee”; click on “Membership Manual”
<i>Planning Committee Policies and Procedures</i>	Rules and Procedures related to Planning Committee functions	
<i>Office of Child Care Staff Directory</i>	Listing of key program staff of the Office of Child Care	
<i>A Brief Guide to County-related Bodies Addressing Children’s Issues in Los Angeles County</i>	Description of all committees and commissions informing/advising or reporting to the Board of Supervisors related to children and families.	
General Membership and Meeting Resources		
<i>Membership Roster</i>	List of all current members, affiliations and contact information	www.childcare.lacounty.gov – go to “About Us” and then click on “Child Care Planning Committee”
<i>Meeting Schedule</i>	A list of meeting dates and locations (as they are determined)	
<i>Child Care Planning Committee Work Groups</i>	Descriptions of each work group	
OFFICE OF CHILD CARE AND PLANNING COMMITTEE PROGRAMS AND PROJECTS		
<i>California Transitional Kindergarten Stipend Incentive Program (CTKSIP)</i>	Links to fact sheet and application.	www.childcare.lacounty.gov – scroll down to the “What’s New…” box
<i>Investing in Early Educators – Stipend Program</i>	Overview of Stipend Program and links to download instructions and applications for current cycle	www.childcare.lacounty.gov – click on “Investing in Early Educators – Stipend Program”
<i>Quality Rating and Improvement Systems (QRIS)</i> ▪ <i>Race to the Top-Early Learning Challenge (RTT-ELC)</i>	Overview of RTT-ELC, links to up-to-date versions of the Quality Rating Standards, and application materials	www.childcare.lacounty.gov – go to “Race to the Top-Early Learning Challenge (RTT-ELC)”
<i>Temporary Voluntary Transfer of Funds (TVTF)</i>	Description of process for transfer of funds among California Department of Education/Early Education and Support Division (CDE/EESD)-contracted agencies and request forms	www.childcare.lacounty.gov – go to “About Us” and then click on “Child Care Planning Committee”; scroll down for “ <i>Temporary Voluntary Transfer of Funds</i> ”
<i>Request to Change Service Area Priorities</i>	Guidelines for requesting and reviewing requests from CDE/EESD-contracted agencies	www.childcare.lacounty.gov – go to “About Us” and then click on “Child Care Planning Committee”; scroll down for “ <i>Request to Change Services Area Priorities</i> ”

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	www.childcare.lacounty.gov – go to “Resources for Parents and Communities”
<i>For Pregnant and Parenting Teens</i>	Guide on child care and development resources for pregnant and parenting teens	
<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	
LEGAL AND CONTRACTUAL REQUIREMENTS		
<i>Brown Act</i>	Introductory description and complete text of law regulating open public meetings	www.brownaact.org
<i>LPC Program Requirements</i>	A description of the basic functions and mandates for each local planning council	www.cde.ca.gov – go to Child Development and then Resources; click on LPC
PLANNING COMMITTEE REPORTS AND PUBLICATIONS		
<i>Strategic Plan for Child Care and Development in Los Angeles County – 2013-18</i>	Addresses four overarching goals: quality, access, Planning Council role, and workforce	www.childcare.lacounty.gov - go to “About Us” and then Child Care Planning Committee – click on “Publications and Reports”
<i>Needs Assessment Data Sheets – 2013</i>	A listing a zip codes with priorities for funding for general center-based (all ages) and ½ day preschool programs (3-5 year olds)	
<i>Needs Assessment 2011</i>	Full report on demographics, supply and preference data for child care services by SPA	
<i>Flow Chart – Publicly Funded Child Care and Development Services in Los Angeles County</i>	Flow chart indicating the sources and pathways for the flow of government funding	
COUNTY OF LOS ANGELES INFORMATION AND RESOURCES		
<i>Supervisory Districts</i>	District maps, community listings, and contact information	www.bos.co.lac.a.us – click on each supervisors name and then to district map, etc.
OTHER RESOURCES		
<i>Child Care Resource and Referral Agencies</i>	Website with contact information, service areas and links to individual agency websites and information on training opportunities targeted to child care and development programs	www.ccala.net
<i>Helpful Links and Resources</i>	Hosted by the Office of Child Care, links to an array of resources on topics relevant to child care and development programs and the children and families they serve	www.childcare.lacounty.gov – go to “About Us” and then click on “Helpful Links and Resources”
<i>Department of Social Services, Community Care Licensing Division</i>	A list of offices and contact numbers; licensing guidelines, etc.	www.cclcd.ca.gov – click on “Child Care Licensing Website”

Title	Subject	Location
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 (Roundtable)	www.childcare.lacounty.gov – click on “Public Policy”
<i>Public Policy Platform</i>	Planning Committee and Roundtable policy platform for the current legislative session	
State		
<i>State Legislative Districts</i>	Maps and contacts for each Assembly and Senate District in the County	www.legislature.ca.gov – under Districts, then Map search.
<i>Official CA Legislative Information</i>	Search for bills as introduced and amended, committee analyses and status updates	http://www.leginfo.ca.gov/bilinfo.html
<i>On the Capital Doorstep</i>	Overview of CDE Child Development Division, legislative process, history of child care legislation, current bills, etc.	www.otcdkids.org
<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	www.lao.ca.gov ; select “Policy Area” and then “Education”
Federal		
<i>Federal Legislative Districts</i>	Maps and links to Legislators’ websites	www.house.gov www.senate.gov
<i>Federal Legislation - Thomas</i>	Legislative information from The Library of Congress, including access to bills	http://thomas.loc.gov

www.childcare.lacounty.gov - go to “About Us” and then Child Care Planning Committee – click on “Publications and Reports”



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OFFICE OF CHILD CARE: OVERVIEW

The Office of Child Care envisions a high quality early care and education system accessible to all families that nurtures children's healthy growth and early learning, fosters protective factors¹ in families, and strengthens communities. The Office of Child Care supports policy recommendation formulation, planning, and implementation efforts of the County of Los Angeles Policy Roundtable for Child Care and Development and the Child Care Planning Committee to improve the availability, quality, and access to early care and education services for the children and families of Los Angeles County.

OFFICE OF CHILD CARE ACTIVITIES

Policy Roundtable for Child Care and Development

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

Child Care and Development Policy Framework 2014 - 16: A road map for County departments and community stakeholders to work collaboratively to expand the supply of and access to high quality child care and development services for children and families in Los Angeles County. The five goals of the Framework are: 1) Restore and Expand Funding, 2) Strengthen Policies on Eligibility and Access, 3) Maximize Access to Available Services, 4) Prioritize Quality Services, and 5) Expand Family and Community Engagement.

Child Care Planning Committee

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

Needs Assessment and Strategic Planning: The Planning Committee periodically conducts **countywide needs assessments** on the supply and demand for child care and development services in Los Angeles County. The data from the needs assessment is used to develop priorities for the allocation of new state or federal child care and development subsidy funds. In addition, the Planning Committee has developed a comprehensive **strategic plan** for child care and development services, specifying outcomes, goals and strategies intended to promote quality, increase access, enhance qualifications and compensation for the workforce, and build a coalition of stakeholders with a unified voice advocating for a robust child care and development system.

Investing in Early Educators – Stipend Program

The Investing in Early Educators-Stipend Program, funded by the California Department of Education/Early Education and Support Division (CDE/EESD) and Race to the Top-Early Learning Challenge (RTT-ELC) funds, is designed to increase the retention of teachers and family child care providers working in early care and education programs in which most of the children are subsidized by the CDE/EESD or working in programs participating in the Office of Child Care's

¹ The five protective factors are: parental resilience, knowledge of parenting and child development, social connections, concrete supports in times of need, and social and emotional competence of children.

RTT-ELC pilot. Cash stipends are awarded based on the completion of college coursework that contributes towards a degree in child development. Additional stipends are awarded for earning an Associate of Arts, Bachelor of Arts or Master Degree in child development or related field.

California Transitional Kindergarten Stipend Incentive Program

The California Transitional Kindergarten Stipend Incentive Program (CTKSIP) makes stipends available to teachers working in Transitional Kindergarten (TK) and California State Preschool Program (CSPP) classrooms. First priority for participation in the CTKSIP is TK teachers seeking academic units in child development; CSPP teachers with a Bachelor of Arts/Science degree pursuing academic coursework are the second priority. Funded by the CDE/EESD, the program ends in June 2017.

Race to the Top-Early Learning Challenge

Race to the Top-Early Learning Challenge (RTT-ELC) is a quality rating and improvement system (QRIS) intended to improve the quality of licensed family child care homes and child development centers serving children from ages birth to five who are “high need” (e.g. low-income, infants/toddlers, Dual Language Learners, special needs, homeless or are under the supervision of child protective services). The Office of Child Care’s RTT-ELC pilot is serving over 500 programs by providing financial incentives, quality improvement training, coaching services and quality rating assessments. RTT-ELC is supported primarily with federal funds through the CDE/EESD with additional support from Los Angeles Universal Preschool (LAUP).

County Employee Child Care and Development Centers

The Office of Child Care assists County departments in developing employee child care and development centers. There are currently 12 County child care and development centers. The centers offer quality services to children from six weeks to six years of age.

Public Policy

On behalf of the Roundtable and Planning Committee, the Office of Child Care keeps abreast of research, economic trends, demographic shifts and trends, and Federal and State legislation to develop recommended actions for consideration by the Board of Supervisors on issues relating to early care and education.

Research and Publications

On behalf of the Roundtable and Planning Committee, the Office of Child Care oversees research and the development of reports and publications that tackle issues relating to enhancing the quality of early care and education programs that are accessible and affordable for families and prepare all children for school and life success.

Communications

The Office of Child Care manages a **website** with current information on the activities as outlined in this overview as well as helpful links and resources on an array of issues including but not limited to regulatory compliance; child care resource and referral agencies; assessing and enhancing quality; identification and inclusion of children with special needs; navigating the child care and development system and subsidy programs; professional development; data, research, and policy; financing, funding, and technical assistance; professional associations and collaboratives; and connecting families to community resources. Information on upcoming conferences, professional development and training offerings, emerging research and policy issues, funding opportunities, employment announcements and more are forwarded to interested early care and education stakeholders, policy makers and others.

For more information on the work of the Office of Child Care, located within the Service Integration Branch of the Los Angeles County Chief Executive Office, and on behalf of the Roundtable and Planning Committee, call (213) 974-4103 or visit our website at www.childcare.lacounty.gov.





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¹ QRIS – Quality Rating and Improvement System



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Children's Deputy:

Danette McBride – dmcbride@bos.lacounty.gov

Supervisor Sheila Kuehl, Third District

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Children's Deputy:

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Website: <http://knabe.com>

Children's Deputy:

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Website: <http://antonovich.com>

Children's Deputy:

Michelle Vega – mvega@lacbos.org



Los Angeles County Board of Supervisors Map of Supervisorial Districts



County of Los Angeles

Strategic Plan



County Mission

- To enrich lives through effective and caring service

County Values

Our **philosophy** of **teamwork** and **collaboration** is anchored in our shared values:

- **Accountability** – We accept responsibility for the decisions we make and the actions we take.
- **Can-Do Attitude** – We approach each challenge believing that, together, a solution can be achieved.
- **Compassion** – We treat those we serve and each other in a kind and caring manner.
- **Customer Orientation** – We place the highest priority on meeting our customers' needs with accessible, responsive quality services, and treating them with respect and dignity.
- **Integrity** – We act consistent with our values and the highest ethical standards.
- **Leadership** – We engage, motivate and inspire others to collaboratively achieve common goals through example, vision and commitment.
- **Professionalism** – We perform to a high standard of excellence. We take pride in our employees and invest in their job satisfaction and development.
- **Respect for Diversity** – We value the uniqueness of every individual and their perspective.
- **Responsiveness** – We take the action needed in a timely manner.

Strategic Plan Goals

1. **Operational Effectiveness/Fiscal Sustainability:** Maximize the effectiveness of processes, structure, operations, and strong fiscal management to support timely delivery of customer-oriented and efficient public services.
2. **Community Support and Responsiveness:** Enrich lives of Los Angeles County residents by providing enhanced services, and effectively planning and responding to economic, social, and environmental challenges.
3. **Integrated Services Delivery:** Maximize opportunities to measurably improve client and community outcomes and leverage resources through the continuous integration of health, community, and public safety services.

Hilda L. Solis
Supervisor, First District

Mark Ridley-Thomas
Supervisor, Second District

Sheila Kuehl
Supervisor, Third District

Don Knabe
Supervisor, Fourth District

Michael D. Antonovich
Supervisor, Fifth District

COUNTY OF LOS ANGELES STRATEGIC PLAN

Plan Structure

The County of Los Angeles Strategic Plan consists of the following components, beginning with the broadest and most long-term elements to the most specific, short-range and tactical activities:

Mission Statement: An overarching, timeless expression of the County's purpose and aspiration, addressing both what the County seeks to accomplish and the manner in which the County seeks to accomplish it.

Values: Shared attributes and behaviors that inform and guide our actions in delivering services.

Strategic Plan Goals (Goal Statements): Goals identify the major services or programmatic areas where the County will focus its strategic efforts. Goal Statements are broad, long-range "visions" for a significant area of the County's operations, defining what the County must accomplish to achieve its mission.

Strategic Initiatives: A limited number of high priorities, strategic initiatives under each Goal that have significant impact to the County and will directly drive implementation. These strategic initiatives are reviewed annually and updated as necessary.

Focus Areas: Areas of focus under each strategic initiative that includes an action statement that represents the direction the County will undertake for each Strategic Initiative.

*The preceding components **require approval by the Board of Supervisors**, including any updates or revisions. As the components below are more business/implementation/action plans and may need to be revised on a more frequent, tactical basis based upon experience or changed circumstances, they are not included in the Strategic Plan. Specific enabling actions may require Board action and will be brought forward at the appropriate time of implementation.*

Action Plans: This includes action steps to help meet the action statements under each Focus Area. Development, management, and monitoring of work-level action plans will be overseen by the appropriate Clusters and/or departments. Regular updates of action plans will be provided at the appropriate forums, e.g., Strategic Leadership Council meetings, Cluster meetings, budget meetings, etc.

Individual Departmental Strategic Plans: Strategic plans at the departmental level that detail specific department's roles and activities in support of the County Strategic Plan Goals, Strategic Initiatives, and Focus Areas. Departmental strategic plans may also include department-specific goals and priorities that are not specifically addressed within the major goals of the County Strategic Plan.

COUNTY OF LOS ANGELES STRATEGIC PLAN

2014 Update

GOAL 1: OPERATIONAL EFFECTIVENESS/FISCAL SUSTAINABILITY:
Maximize the effectiveness of processes, structure, operations, and strong fiscal management to support timely delivery of customer-oriented and efficient public services.

Strategic Initiative 1: Sound Fiscal Management/Capital Investments
Strengthen County's capacity to sustain essential services through proactive and prudent fiscal policies and stewardship while investing in the future by studying, prioritizing, and pursuing the highest-need capital projects.

Focus Areas:

- **County Fiscal and Budget Policies**
Review, update and enhance the County's fiscal and budget policies to reflect the Board's commitment to being a leader among government entities.
- **Forecasting County Revenue Streams**
Expand and refine the County's capability for short and long-term forecasting of the major discretionary revenues.
- **Debt Management Guidelines**
Prepare policy guidelines for maximum annual debt service payments on outstanding short- and long-term debt obligations as a percentage of annual expenditures.
- **Capital Investments**
Complete the assessment of the current condition of all County facilities, prepare a long-term forecast of ongoing and periodic maintenance requirements, and develop a replacement plan for County facilities that have exceeded their useful life and can no longer be supported or maintained.

Strategic Initiative 2: Targeted Risk Management

Focused risk management activities based on trends identified through updated technology and enhanced communication pathways.

Focus Areas:

- **Upgrade the Workers' Compensation Claims Management System**
Integrate and update the Claims Management System with internal and external technology to harness advanced mitigation and cost-control methodologies, as well as ease the complexity of departmental access to reporting mechanisms.

- **Enhance Reporting Technology**
Implement next generation dashboard, claim system analytics and reporting technology to identify opportunities for prevention efforts, cost containment and operational efficiencies.
- **Department Cost Driver and Service Integration**
Provide departments semi-annual cost driver, trend indications and recommendations for actionable items to reduce the overall costs of risk.
- **Best Risk Management Practices**
Coordinate existing best practices and develop new risk-based practices for implementation based on recommendations and trends indicators.

Strategic Initiative 3: Countywide Contracting Improvement Initiative
Implement improvements in the contracting process by standardizing and incorporating best practices while ensuring compliance with public procurement laws and County policies.

Focus Areas:

- **Implement the Countywide Contracts Management System (CCMS)**
Identify, plan and initiate a phased approach to implement CCMS with County departments that are soliciting Proposition “A” contracts in Fiscal Year 2014-15, and converting Community and Senior Services to the County’s standard contracting models.
- **Integrate CCMS with the Vendor Self Service (VSS)**
The integration of CCMS with the VSS enterprise application will provide a means for contractors to electronically respond to County solicitations.
- **Develop and Implement Advanced, Specialized Contract Process Training**
Expand existing countywide contract process training to include specialized training in the varied acquisition strategies and disciplines used in the County solicitation process.

Strategic Initiative 4: Innovative Technology Application
Develop innovative Information Technology solutions that achieve efficiencies and transform service delivery.

Focus Areas:

- **Expand and enhance e-Government Initiatives**
Provide opportunities to improve and expand constituent access to County services and information utilizing websites, mobile applications and other e-government technologies.
- **Establish shared technology platform to support mobile services**
Implement shared mobile technologies to enable departments to support their mobile workforce.

- **Deploy shared computing platform, tools and services for electronic forms and workflow**
Establish a shared computing environment to enable departments to automate the use of electronic forms to improve constituent engagement and operational efficiencies.
- **Expand the County's Information Management systems**
Implement governance and identify technologies to facilitate secure data sharing, information exchange and data analytics in support of the County's operations.
- **Establish County-wide sourcing agreements**
Establish single countywide agreements to reduce cost and effectively service county departments.

Strategic Initiative 5: Legacy System Replacement

Develop criteria, establish priority, fund and initiate the modernization or replacement of critical legacy systems.

Focus Areas:

- **Establish Legacy modernization criteria and priority**
Implement a formal process for the review and evaluation of legacy systems to prioritize and plan for modernization and replacement.
- **Create an on-going funding program for IT Legacy Systems**
Implement a formal IT Capital Planning Process to fund the modernization and replacement of IT Legacy systems.
- **Engage departments to identify and plan for the modernization or replacement of critical legacy systems.**
Collaborate with the Chief Information Officers Council and Leadership Committee to identify and plan for the modernization or replacement of critical legacy systems.
- **Launch department legacy replacement initiatives.**
Coordinate with departments to facilitate the modernization or replacement of at-risk legacy systems.

GOAL 2: COMMUNITY SUPPORT AND RESPONSIVENESS:
Enrich lives of Los Angeles County residents by providing enhanced services, and effectively planning and responding to economic, social, and environmental challenges.

Strategic Initiative 1: Customer Service Innovation/Enhancement

Reinvent how County services and products are provided to the public, utilizing more intuitive, customer-centric approaches to achieve maximum outcome and customer satisfaction.

Focus Areas:

- **Voting System Modernization**
Continue multi-year effort to modernize the County's voting system through iterative and open process, maximizing stakeholder input.
- **Effective Small Business Assistance**
Improve the County's interaction with small business owners, providing useful, timely information, and better guidance in navigating through the County's procedural requirements.
- **Redesigned Websites for Customer Engagement and Government Transparency**
Redesign the County's digital Annual Report with a number of innovative features focused on increased transparency and access; and redesign the County's homepage utilizing the latest technologies and web standards to exemplify functionality, efficiency, flexibility, accessibility, and transparency.

Strategic Initiative 2: Job Creation Efforts

Increase the number of Los Angeles County residents that obtain employment in industries and sectors that pay living wages and provide a path for future professional growth.

Focus Areas:

- **Business Services**
Establish a countywide business service strategy that aligns education, training and competitive grant opportunities with economic development strategies that meet the workforce needs of high-growth industries and businesses in the region.
- **On-the Job Training & Subsidized Employment**
Expand the number of CalWORKs' participants, veterans, non-custodial parents and other vulnerable populations in "earn and learn" models that provide them with meaningful work experiences that lead to permanent employment with potential career pathways in high-growth industries.

- **Summer Youth Employment**
Provide short-term employment opportunities to CalWORKs, foster and other low-income youth in industries in which they gain valuable skills necessary for academic and professional success.
- **County Workforce Enhancement**
Expand innovative recruitment strategies and online access to workforce and training programs that lead to job opportunities. This includes internships, fellowships and mentoring programs to attract talented individuals to the County's workforce system.

Strategic Initiative 3: Emergency Preparedness Expansion

Enhance emergency preparedness through continued investment in personnel, training and facilities.

Focus Areas:

- **Inclusive Emergency Planning**
Enhance the accessibility of County emergency preparedness programming to people with disabilities and others with access and function needs through continued outreach and engagement.
- **Emergency Management Training and Exercise Program**
Provide a training and exercise program to develop and maintain qualified emergency management personnel to facilitate County preparedness, response and recovery efforts.
- **County Continuity of Operations Planning (COOP)**
Coordinate the COOP for all applicable County departments to improve their capability to sustain the delivery of critical County services to the public during disasters and catastrophic events.
- **Community Preparedness Planning for County Unincorporated Areas**
Implement community focused emergency preparedness/public education programs in the unincorporated portions of the County and strengthen participation by non-government organizations in supporting general preparedness efforts Countywide.
- **County Emergency Operations Center (CEOC) Assessment**
Assess the existing CEOC and determine the need for renovation or replacement to ensure a state-of-the-art facility from which to command the County's emergency organization in times of disaster and catastrophic events.

Strategic Initiative 4: Healthy Neighborhood Projects

Use existing resources to initiate local community-involved discussions to pinpoint specific health and behavioral health issues of concern to high-need neighborhoods in Los Angeles County.

Focus Areas:

- **Blueprint for creating and sustaining Healthy Neighborhoods**
Host a Healthy Neighborhood Planning Summit that brings together relevant County and city agencies, educational and academic institutions, advocacy groups, civic bodies, non-profit organizations, health plans, providers and elected officials to discuss and provide input for creating a blueprint to roll out the Healthy Neighborhoods strategy in Los Angeles County.
- **Oversight & Accountability**
Develop an inclusive governing body to advise the County and its Departments on the implementation of the blueprint.
- **Healthy Neighborhood pilot**
Identify pilot communities using existing and newly identified resources, and engage community members to initiate discussions on the social determinants of health and behavioral health outcomes and on collaborating to develop community-based strategies for addressing them. The pilot would also assist in the development of governing bodies at the neighborhood level where one does not currently exist, and develop a blueprint for building neighborhood capacity to ensure long-term self-sufficiency.
- **Expand access to services**
Build upon existing service areas and ethnic or culturally-specific relationships and expand partnerships in each service area to improve access to and coordination of primary care, mental health and substance use treatment services.
- **Enhance collaborative care**
Develop and publish specific mechanisms to improve referrals, clinical services, care coordination and information sharing functions between all relevant partners.

Strategic Initiative 5: Environmentally Sustainable Practices

Provide services and operate facilities in a manner that reduces consumption of energy, water, and other resources; promotes the use of renewable energy sources; enhances quality of life; and continues to protect the environment.

Focus Areas:

- **Net-zero water (Sustainable water resources)**
Develop projects and services to improve sustainable local water supplies.
- **Net-zero waste (Solid waste reduction and recycling)**
Optimally manage and reduce solid waste by diverting from waste stream and maximizing recycling opportunities.
- **Net-zero energy (Energy and greenhouse gas)**
Reduce fossil fuel and fossil-fuel-based energy consumption in the County's services and operations and in the community while producing or procuring energy from renewable sources to reduce greenhouse gas emission and the impact on climate change.

GOAL 3: INTEGRATED SERVICES DELIVERY:
Maximize opportunities to measurably improve client and community outcomes and leverage resources through the continuous integration of health, community, and public safety services.

Strategic Initiative 1: Launch of Health Care Reform

Support continued transformation of the health delivery system with the goal of improving quality of care, access to care, and patient experience while safeguarding long-term fiscal sustainability of County services.

Focus Areas:

- **Enhance Primary Care and Continuing Care Outpatient Clinics**
Further develop the capabilities of the Department of Health Services' (DHS') Patient Centered Medical Homes (PCMHs), focusing specifically on fine-tuning empanelment, increasing capacity for panel management, facilitating transitions in care, and refining team member roles and responsibilities.
- **Expand the use of electronic consultations and referrals**
Implement DHS' electronic consultation and referral tool, e-Consult, across all major medical and surgical specialties and all referring providers within DHS and the community partner network.
- **Build Managed Care Capabilities**
Build DHS' capability to perform utilization management, claims administration, revenue contracting, and other core managed care functions.
- **Implement an Integrated Electronic Health Record**
Go-live with DHS' integrated Electronic Health Record at the first location, Harbor-UCLA Medical Center.
- **Housing for Health**
Provide permanent supportive housing for 800 individuals in collaboration with other County health and social service departments.

Strategic Initiative 2: Strengthening and Integrating Youth Protection Programs

Continue collaborative efforts among County departments and outside partners to protect children and youth in Los Angeles County.

Focus Areas:

- **Prevention of Child Sex Trafficking**
Develop comprehensive strategies for identifying and working with youth involved in human sex trafficking to get them out of the business.
- **Recommendations from the Blue Ribbon Commission on Child Protection (BRCCP)**
Develop a comprehensive plan, including appropriate personnel and financial resources, to implement BRCCP recommendations, including a focus on integrating services across County departments and policy clusters. Create multi-departmental and cross-cluster data management systems.
- **Health Care Benefits Enrollment**
Provide easy-to-access Medi-Cal enrollment services to parents with children involved in the dependency system to enable them to reunite with their children in a timely manner.

Strategic Initiative 3: Implementing Jail Reform

Improve conditions in the County jails by establishing an Office of the Inspector General (OIG) and implementing Vanir recommendations on Jail Plan.

Focus Areas:

- **Development of the Office of Inspector General**
In conjunction with the Executive Office of the Board of Supervisors and County Counsel, complete and continue to monitor the implementation of the OIG, including the establishment of an organizational structure and corresponding funding for the OIG.
- **Implement Vanir Recommendations on Jail Plan**
Implement and monitor Vanir recommendations that include: 1) completion of program space requirements for five jail options, including development of Consolidated Treatment Facility; 2) development of space plans and construction cost options for alternative facilities for women at Pitchess Honor Rancho and Mira Loma; 3) completion of scoping documents to preserve \$100 million of SB 900 grant funding to construct new jail facility; 4) preparation of operating costs and custody planning plans for the five jail options; and 5) development of innovative treatment programs to provide quality mental health services to mentally ill inmates.

Strategic Initiative 4: Refinement of AB 109 (Public Safety Realignment) Implementation

Refine implementation of AB 109 with emphasis on seeking alternatives to incarceration and monitoring quarterly performance and budget reports.

Focus Areas:

- **Alternatives to Incarceration**
The Chief Executive Office (CEO) shall review proposals for pilot programs related to the Sheriff's alternative to incarceration efforts.

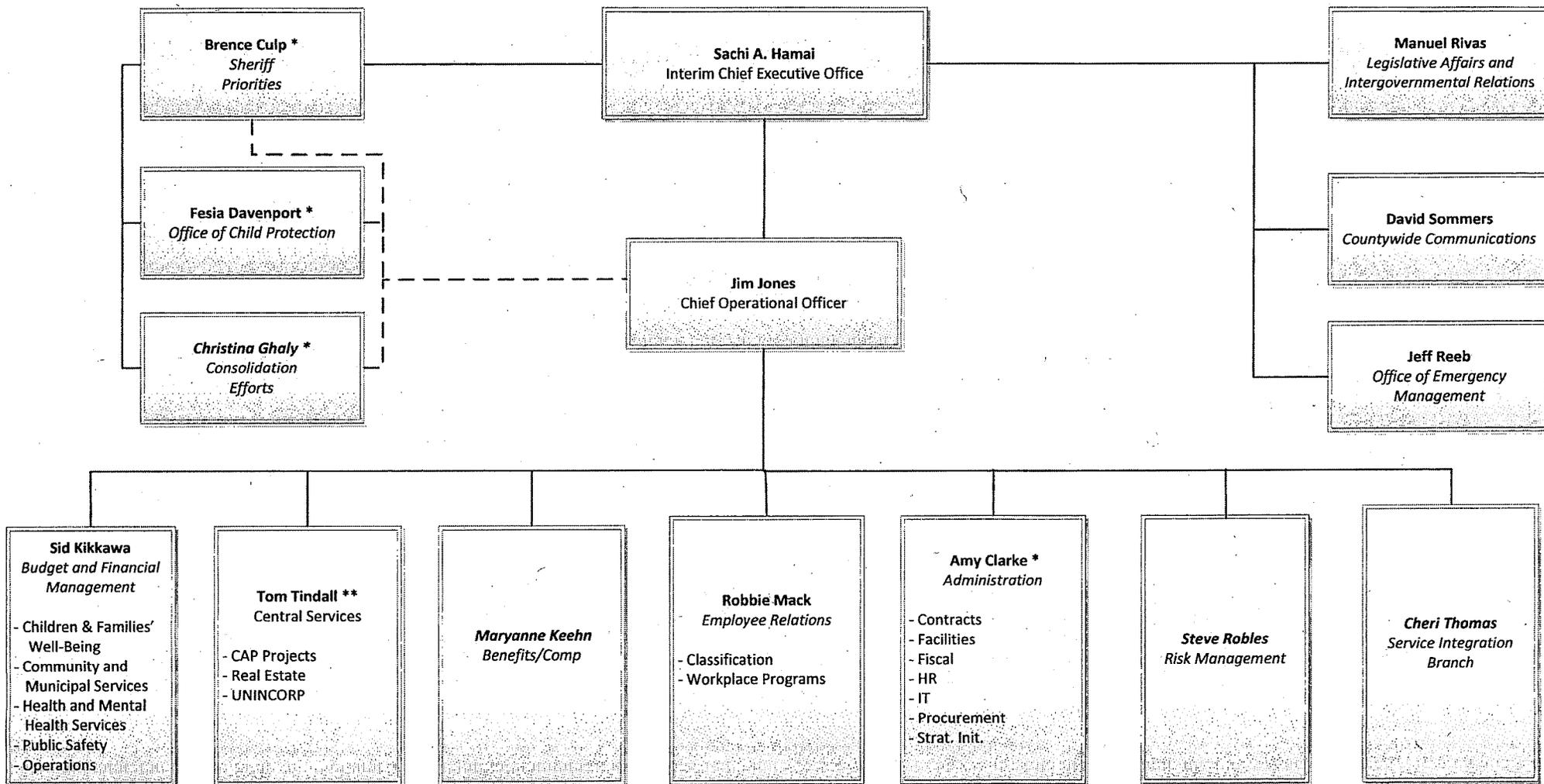
- **Implementation Updates**

Review and analyze quarterly performance measure and status updates provided by all Departments involved with AB 109 implementation.

- **Cost Analysis and Revenue Review**

The CEO and Auditor-Controller shall review and analyze quarterly departmental claims reports for reimbursement of AB 109 related costs, as well as monitor claims, cash flow and revenue of AB 109 funds within the trust account.

CHIEF EXECUTIVE OFFICE



Sachi A. Hamai 3-1-15
 Sachi A. Hamai Date
 Interim Chief Executive Officer

*Temporary Assignments

** 120 – Day Employee



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, adopted in 1991 and AB 1542 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 and works closely with the California Department of Education, Early Education and Support Division (CDE/EESD) on issues related to child care and development funded by CDE. Mandates include:

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

Contact: Michele Sartell
Interim Child Care Planning Coordinator
Office of Child Care

Telephone: (213) 974- 5187
E-mail: msartell@ceo.lacounty.gov
Website: www.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.

Contact: Tamara Hunter, Executive Director
Telephone: (213) 974-1558
E-mail: thunter@bos.lacounty.gov
Website: www.lachildrenscommission.org

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.

Contact: Vincent Holmes
Telephone: (213) 974- 5950
E-mail: vholmes@ceo.lacounty.gov
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 serves as the Commission Chair.

Focus: The First 5 LA Commission administers the County of Los Angeles portion of the tobacco taxes levied by Proposition 10, and directs these funds to efforts that strengthen families, communities, and systems of services and supports so all children in Los Angeles County enter kindergarten ready to succeed in school and life.

Contact: Kim Belshé, Executive Director
Telephone: (213) 482-5902
E-mail: kbelshe@first5la.org
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.

Contact: Deanne Tilton, Executive Director
Telephone: (626) 455-4585
Web: www.ican4kids.org
E-mail: dtilton@dcfs.lacounty.gov

LAUP | Los Angeles Universal Preschool

Enabling Authority: Action by the First 5 LA Commission

Established: September 2004

LAUP Board of Directors: Five members are appointed by the County Board of Supervisors. The Superintendent of the Los Angeles County Office of Education, and one representative of First 5 LA serve as ex officio members. Eight additional members are elected by the Board of Directors.

Focus: LAUP's mission, in part, is to advance early education program quality and capacity by supporting the development of the whole child, growing a qualified and diverse workforce, and strengthening family engagement.

Contact: Celia Ayala, Ph.D., Chief Executive Officer
Telephone: (213) 416-1222
E-mail: CAyala@laup.net
Web: www.laup.net

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 child care and development services for the purpose of advising the Board of Supervisors.

Contact: Vincent Holmes, Interim Staff
Office of Child Care
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Web: www.childcare.lacounty.gov



**COUNTY OF LOS ANGELES
OFFICE OF THE COUNTY COUNSEL**



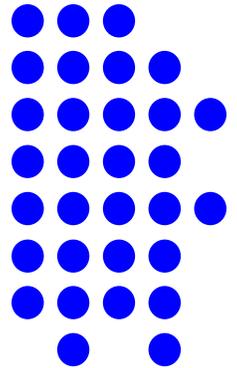
**COUNTY COUNSEL
GUIDE TO BROWN ACT
REQUIREMENTS**

BROWN ACT BASICS

BY

**Barbara Goul
Principal Deputy**

Bgoul@counsel.lacounty.gov





LOS ANGELES COUNTY COMMISSIONER ORIENTATION GUIDE

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Legal and Procedural Matters

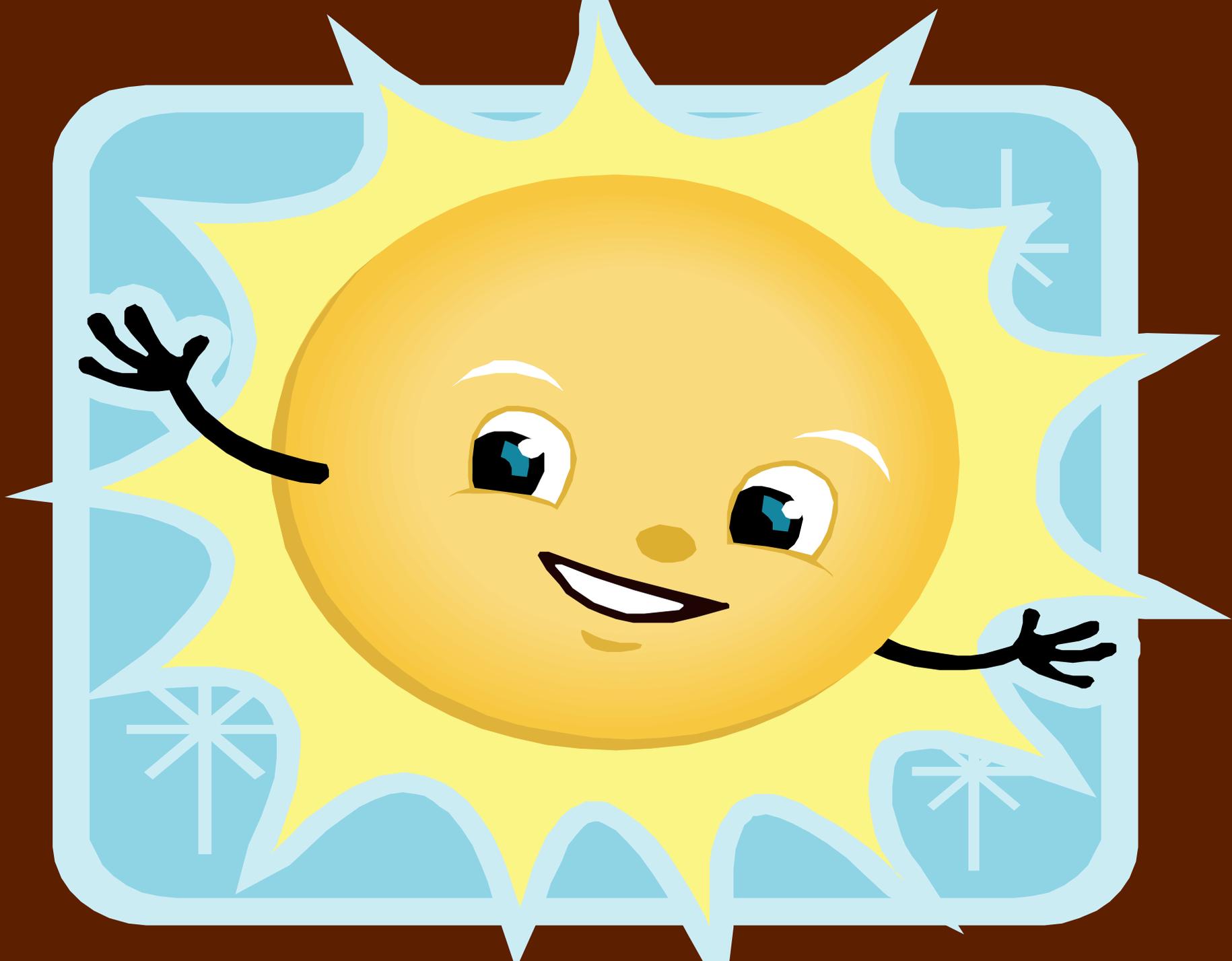
County Counsel

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



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



COUNTY OF LOS ANGELES
OFFICE OF THE COUNTY COUNSEL

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JOHN F. KRATTLI
County Counsel

December 31, 2013

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(213) 633-0901

CONFIDENTIAL

THIS MATERIAL IS SUBJECT TO THE
ATTORNEY-CLIENT AND/OR THE ATTORNEY
WORK PRODUCT PRIVILEGES

TO: ALL DEPARTMENT HEADS
FROM: JOHN F. KRATTLI 
County Counsel
RE: **New Brown Act Change - SB 751**

This is to notify you of a change to the Brown Act that may have an impact on the commissions that your departments staff.

Effective January 1, 2014, Senate Bill ("SB") 751 amended the Brown Act to require all Brown Act bodies to "publicly report any action taken and the vote or abstention on that action of each member present for the action." (Government Code section 54953(c)(2).) Enclosed is a copy of SB 751. Currently, the Brown Act only requires such reporting for actions taken in closed session. (Government Code section 54957.1(a).)

SB 751 requires that when a Brown Act body takes an action, *the vote or abstention of each member present at the meeting must be publicly reported*. This new Brown Act requirement can be complied with by:

- A roll call vote for each action taken; OR
- An oral announcement by the chair or clerk after a vote is taken, such as:
 - "The motion passes, with Commissioner Jones, Smith, and Davis voting in favor and Commissioner Johnson voting in opposition," or
 - "The motion unanimously passes with all members present and voting"; OR

- The vote or abstention of each member could be included in the commission's minutes which are publicly approved by the commission at a future meeting.

If you have any questions concerning this matter, please contact me, or Assistant County Counsel Judy Whitehurst at (213) 974-1921, or Principal Deputy County Counsel Barbara Goul at (213) 974-1834.

JFK:am

Enclosure

Senate Bill No. 751

CHAPTER 257

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

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

LEGISLATIVE COUNSEL'S DIGEST

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

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

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

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

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

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

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

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

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

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

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

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

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

(2) The legislative body of a local agency shall publicly report any action taken and the vote or abstention on that action of each member present for the action.

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

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

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

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

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

CORRECTIONS:
Date--Page 1.

RobertsRules.org | 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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COUNTY OF LOS ANGELES



**CHILD CARE
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