



Policy Roundtable for Child Care
Wednesday, September 12, 2012
10:00 a.m. – Noon
Conference Room 743
Kenneth Hahn Hall of Administration
500 W. Temple Street, Los Angeles



Meeting Agenda

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|-------|------|---|------------------------------------|
| 10:00 | I. | Welcome and Introductions | Jacquelyn McCroskey
Chair |
| | A. | Comments from the Chair | |
| | B. | Review of Minutes from July 11, 2012 | <i>Action
Item</i> |
| 10:20 | II. | Updating the Policy Roundtable for Child Care Ordinance | |
| | A. | Replacing “Child Care” | |
| | B. | Roles and Responsibilities | |
| 10:50 | III. | Child Care Bridge Fund:
A New Resource for Child Development Programs | Laura Escobedo |
| 11:00 | IV. | Joint Committee on Legislation
<i>Child Care Policy Framework Goal 2</i> | Adam Sonenshein
Michele Sartell |
| | • | Public Policy Platform | <i>Action
Item</i> |
| 11:30 | V. | Project ABC – About Building Connections for young children
and their families | Richard Cohen |
| 11:55 | VI. | Announcements and Public Comment | |
| | A. | Early Child Development and Well-being Learning
Community Event | |
| | B. | Zero to Three – National Training Institute | |
| 12:00 | VII. | Call to Adjourn | Jacquelyn McCroskey |

Mission Statement

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

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Policy Roundtable for Child Care

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MEETING MINUTES

July 11, 2012
9:00 a.m. – 3:00 p.m.
Eaton Canyon Nature Center
1750 North Altadena Drive
Pasadena, California

I. WELCOME AND INTRODUCTIONS

Ms. Kathy Malaske-Samu opened the meeting at 9:13 a.m. and asked members and guests to introduce themselves.

A. Review of Meeting Minutes – June 13, 2012

Mr. Duane Dennis moved to approve the minutes; Dr. Sharoni Little seconded the motion. The motion passed unanimously.

B. Election of Chair and Vice Chair

Ms. Connie Russell reported on behalf of the Nominating Committee, recommending Dr. Jacquelyn McCroskey as Chair and Ms. Dora Jacildo as Vice Chair. Upon Ms. Russell's invitation, no nominations were offered from the floor.

Mr. Dennis moved to accept the proposed slate – Dr. McCroskey as Chair and Ms. Jacildo as Vice Chair – as presented by the Nominating Committee; Ms. Stacy Miller seconded the motion. The motion passed unanimously.

C. Comments from Chair

Ms. Malaske-Samu thanked Dr. McCroskey for her year of service by presenting her with a plaque, recognizing that the Roundtable truly was the beneficiary of her one year sabbatical from teaching. Dr. McCroskey thanked the Roundtable, acknowledging the talent around the table while noting the work yet to be accomplished.

D. Roundtable Ordinance and Attendance Issues

Ms. Malaske-Samu commented on the report summarizing the Roundtable's work that was recently submitted to the Sunset Review Committee and the subsequent inquiries to which she has replied. In the process of preparing the report and subsequent information, it was brought to light that at least 60 percent of membership must be in attendance at each Roundtable meeting. As a result, the Roundtable decided to appoint alternates for selected representatives without making a change to the by-laws, which are silent on the issue. Subsequently, Ms. Malaske-Samu has learned that the ordinance needs revising to reflect the appointment of alternates.

Ms. Malaske-Samu, echoed by Dr. McCroskey and others, suggested taking a more comprehensive review of the Ordinance to include considering potential revisions to the mission, the name of the Commission and the use of language to better reflect the desired direction of the field of early care and education. Dr. McCroskey added that the timing is good and encouraged maintaining an emphasis of “Policy” in the name.

II. THERE IS PROGRESS – DESPITE THE TOUGH TIMES

Dr. McCroskey summarized the goals for the day, which included reviewing accomplishments on the Policy Framework to date, defining direction for the coming year and establishing priorities. To set the tone of the meeting, she welcomed Mr. Whit Hayslip as Emeritus Member of the Roundtable to present news from Washington, D.C., across the state and the world of philanthropy.

Mr. Hayslip noted the title of his presentation and his focus – to talk about the positive things despite the tough times. As introduction, Mr. Hayslip reflected on his fortune to have a great career guided by wonderful people and how lucky he was to work with the Los Angeles Unified School District (LAUSD), particularly his work with children and families. While he misses his co-workers, Mr. Hayslip noted that he does not miss attending to budget or human resource issues. Now, he has the privilege of working primarily with the David and Lucile Packard Foundation.

So, yes, there is progress ... despite the tough times. Mr. Hayslip’s presentation focused on the progress with only a nod of acknowledgment to the tough times, beginning with a quote from Charles Dickens, “It was the best of times, it was the worst of times,” and continuing the quote, “it was an age of wisdom, it was an age of foolishness,…” as his launching pad for focusing on sources of wisdom that have contributed tremendously to the field of early care and education. He noted that there is no turning back to the knowledge that has been gained over the years, knowledge that has laid the foundation for what lies ahead. Using the theme of wisdom, Mr. Hayslip began with the national perspective.

Federal

The Chicago Connection – Mr. Hayslip noted the contributions to the field that started in Chicago with Ms. Barbara Bowman, considered the “grand dame” of early education with a foundation of working in the trenches with children and families. Her torch has been carried by her daughter, Ms. Valerie Jarrett, Senior Advisor to President Obama. Dr. James Heckman, Professor of Economics at the University of Chicago is a Nobel Prize winning economist who has demonstrated the return on the investment in young children, particularly very young children. All three leaders were influential to President Obama when he was a Senator representing Illinois, thus shaping his early childhood agenda once he arrived in Washington, D.C. as President.

The Washington Connection – President Obama acted on his priority focus on early care and education by bringing experts to Washington, D.C. as advisors and implementers. Dr. Joan Lombardi was recruited to bridge the disjointed world of early childhood and look policy-wise at how to bridge education with health and human services. Ms. Jacqueline Jones was hired to head the new Office of Early Learning and Ms. Linda Smith, former head of the National Association of Child Care Resource and Referral Agencies (NACCRRA), is now responsible for addressing preschool for children of military personnel.

Dual Language Learner (DLL) Connection – Leaders include Dr. Linda Espinosa of the University of Missouri, who has coined “linguistic geniuses” as a way to recognize infants and young children’s capacity to master language and the potential of early childhood programs to foster children’s language. Dr. Patricia Kuhl is a neuroscientist at the Institute for Brain and Learning Sciences at the University of Washington looking at the baby’s brain and the relationship to social-emotional well-being and language acquisition. Mr. Roberto Rodriguez is the education advisor to President Obama and a huge supporter of early education and dual language learning.

Mr. Hayslip then presented his perspective on good news for early learning, beginning with initiatives at the federal level as follows:

Interdepartmental Collaboration – All sections of departments are saying they need to do better. While there are great goals, there is recognition that the work is harder than was thought. Folks are looking for direction from localities and other states to help them think about how to meet the goal of looking at the whole child.

Office of Early Learning at the United States Department of Education – The team, led by Ms. Jacqueline Jones, is working to improve the well-being of children from birth through third grade. The team includes Mr. Richard Hicks who started as a preschool teacher at and moved through the ranks of LAUSD.

Race to the Top

- Early Learning Challenge Fund – An exciting opportunity for early childhood with a new round of funding for states to enhance the available of quality early childhood programs
- District Competition – Initially, states needed to reply to funding opportunities; now school districts may apply directly for Race to the Top funding. There is now a demand for looking at the entire age span from birth to career. A coalition in California has examined “reverse engineering”, i.e. examining dropouts and school failure by looking at children’s trajectory; the issues that led to their lack of success is often rooted in kindergarten and 1st grade when the children could have used a support system.
- Head Start Impact Study – Receiving lots of press, the study is a longitudinal examination of child outcomes beyond kindergarten entry. While child outcomes look good at kindergarten, the study failed to show sustained growth. Two important results are notable: 1) no one age level is magic, and 2) no one program is magic. The longitudinal study helps define what is needed to move forward and places emphasis on the earliest years – birth to three.

White House Initiative in Education Excellence for Hispanics – This initiative is looking at the benefits of early education on Latinos

- New National Center on Enhancing Early Learning – The Elementary and Secondary Education Act encompasses Title 1 funding, the major single resource for education. Very little of the funds are used for young children; only four percent of school districts use Title 1 funds for early education programs. Efforts are underway to look at how the money can be used and how it can be targeted to serving children from birth to five years old. A Request for Proposal has been issued and big names in early care and education are applying (i.e. universities and large centers).
- Federal interest in local developmental projects – First 5 LA with its Early Developmental Screening Initiative (EDSI) and School Readiness Initiative has demonstrated success. Additionally, the Saturday Clinics, funded by First 5 LA and offered by LAUSD, saw lots of children and their families who were identified for a second look based on the outcome of a developmental screening. LAUSD learned that in most cases it was not appropriate to

refer children and their families for further assessments and services. A multi-disciplinary team is convened at the Saturday Clinics to take a second look at children following the screening and then works with the parents to develop a plan of action, using a graduated response format from very little intervention to formal referrals for assessments. The clinic staff also provide families with a variety of resources, such as information on how to connect with Head Start and more. ECO (Early Childhood Outcomes) has innovation money that may be forthcoming and help agencies figure out better ways to become involved in the clinics and take part in screenings. The question now is how to make the clinics sustainable beyond the funding by First 5 LA.

State

Next, Mr. Hayslip turned to news from the State, beginning with Ms. Camille Maben, the Director of the California Department of Education/Child Development Division (CDE/CDD). He described her as an early childhood education person who cares about children and families and is accessible. He mentioned the work underway to consolidate the Desired Results Developmental Profile (DRDP) instruments, which are now three tools – birth to three, three to five, and Access for Children with Individual Education Programs (IEPs). Work will include aligning with Head Start outcomes. The consolidated version should be ready for piloting in 2015. He briefly mentioned the Race to the Top-Early Learning Challenge funds to the state to be discussed later in the agenda, and then turned to Transitional Kindergarten. California is one of four states with December 1st cutoff for kindergarten. The challenge by the Governor to eliminate the program was defeated. There will be Transitional Kindergarten on every LAUSD campus (450) this coming fall. Growing pains are expected and some districts are not moving as needed, due to the Governor's attempted action.

Mr. Hayslip spoke briefly to the collaboration between the CDE/CDD and K-12 education that will move beyond Transitional Kindergarten. He also mentioned the Early Language Development Foundations and Frameworks that are unique to California. Added to this is the First 5 CA Child Signature Program, which is a new iteration of its Power of Preschool Program. Counties are looking at Educare and birth to eight projects are being instituted in Oakland and Fresno regardless of funding.

News from Philanthropy

Transitioning from federal and state activities, Mr. Hayslip listed a number of philanthropic organizations that have created initiatives focusing on young children and their families.

David and Lucile Packard Foundation

- Funds Preschool California – conducts advocacy and support for programs
- Transitional Kindergarten Professional Learning Community – school districts located in 12 communities have been selected for funding, including Long Beach
- P (Prenatal) - 3 – addresses policy and practice

Mr. Hayslip added that Packard and Preschool California are engaged in a ten year strategic planning process. The areas of focus are: 1) expand preschool more broadly, possibly to encompass birth to eight year olds that may result in name changes; and 2) merging two sets of foundations – health and education for a more integrated system of early childhood and education.

Annie E. Casey Foundation

- Grade level reading initiative that looks at:

- Early learning for zero to five year olds
- Absenteeism in response to Dr. Hedy Chang's work examining the direct relationship between achievement and a child sitting in a seat. Among her findings, the higher rate of absenteeism in kindergarten is associated with the same children chronically absent in third grade. Efforts will explore helping families understand the importance of kindergarten.
- Summer loss to figure out how to advance children's learning rather than spending the early days of the school year reviewing the previous year's work. Work will be conducted in partnership with Packard.
- Family Engagement

Buffett Early Childhood Fund

- Educare, with the first in California under construction in Santa Clara County; hopefully, Los Angeles will embark on a program in the near future
- First Five Years Fund
- Birth to Five Policy Alliance to focus on advocacy and policy

W.K. Kellogg Foundation

- Prioritized early learning in their strategic plan

Mr. Hayslip concluded by reiterating that there is progress and a clear sign of progress are the emerging leaders in the field. He ended with one of his favorite quotes by John Dewey, "What the best and wisest parent wants for his own child, that must the community want for all of its children."

Reactions and Discussion

- There is collaboration across federal offices. Mr. Rodriguez and Ms. Jones recently worked together on a Request for Proposal.
- Leveraging is essential to public, private partnerships. A coalition of foundations has been meeting at the national level around early childhood, which has been drawing a great deal of attention from the White House. President Obama has been looking to Packard for moving the agenda.
- How can the foundations help bring the State along, particularly if restructuring is still on the table? Foundations could and are doing more to influence decision makers. Preschool California, funded by Packard, came out against the administrative restructuring of child care and development services. There is some confusion given that the Race to the Top-Early Learning Challenge Fund was written in line with the proposed system.
- The Roundtable could take the lead on facilitating a collaborative message that speaks to services for children and their families. The Saturday Clinics offer an example of collaboration that re-shaped how to respond to children's developmental issues without creating an automatic flow to special education and saving money in the long term. It is a concrete example of bringing various people and entities together around a service that moves beyond the good idea of collaboration. The clinics brought the multidisciplinary team of folks to the table. The Magnolia Place Community Initiative serves as another example of bringing people together around meeting an actual need. Initiatives such as these are building relationships through the work where learning and sharing are occurring naturally.

- Ms. Malaske-Samu requested suggestions for strengthening relationships with leaders in Washington, D.C.

III. IMPLEMENTATION OF THE CHILD CARE POLICY FRAMEWORK

Dr. McCroskey offered the Roundtable retreat as a place for members and guests to put forth their most stimulating ideas and areas in which they want more information. As example, she suggested tackling the Roundtable's name and revising the mission as laid out in the County ordinance, however emphasized the important policy work that should continue to be reflected in the name and mission.

Dr. McCroskey then spoke to the purpose of the retreat to look at the status of meeting the Roundtable commitments. She said what is needed is an honest discussion on each of the five goals, including what has been learned from the work to date and what are the priorities. She noted that there have been significant accomplishments on three of the goals, while others require much more attention. She asked, "What can we accomplish in the next year? Do we address areas where less work has been done or build on the momentum of current work?" She noted some big accomplishments, including the work underway to implement the Race to the Top-Early Learning Challenge Fund by Los Angeles Universal Preschool (LAUP) and the Office of Child Care. She then thanked Ms. Sylvia Drew-Ivie for her work that resulted in the Board of Supervisors' motion supporting early care and education in the face of devastating budget proposals. Dr. McCroskey also acknowledged the collaborative efforts with the Department of Children and Family Services (DCFS), which faces regular challenges on a daily basis.

To kick off the remainder of the agenda, Dr. McCroskey asked the discussion leaders address what has worked well and what was problematic in meeting each of the goals. Discussion leaders were directed to list accomplishments, priorities and areas in which more help is needed to achieve the goal.

IV. UPDATE ON STEPS TO EXCELLENCE PROGRAM (STEP) EXPANSION AND RACE TO THE TOP

Goal 1 – The quality of child development services in Los Angeles County will be improved as the Steps to Excellence Project (STEP) is expanded and support services to STEP participants are intensified.

Dr. McCroskey welcomed Ms. Helen Chavez, Manager of STEP, and Ms. Dawn Kurtz of LAUP. Ms. Chavez provided a brief review of STEP achievements during FY 2011-12 and next steps. STEP was piloted beginning in 2007 and to date has rated 300 licensed centers and family child care homes. STEP was on hold for fiscal year 2010-11 and then thanks to funding from the LAUP Workforce Consortium, is again up and running. As of January 2012, 120 child care and development programs were in the pipeline. Initial efforts involved reconnecting with the programs, which offered challenges as well as opportunities, including communicating its transition from a pilot project to a program. Ms. Chavez added the challenge of talking about raising quality as programs are grappling with budget cuts. The big question for programs is how to meet and sustain quality without fiscal support. This will be a continuing challenge, somewhat different than LAUP in that they have a tiered reimbursement system.

STEP is expanding to five communities – Boyle Heights, Torrance, San Fernando, Lancaster and Watts/Willowbrook. Ms. Chavez described the alterations made to the program based on lessons learned during the pilot. STEP's overarching plan is to build a culture of continuous

quality improvement. One change - programs now receive a preliminary assessment before they are issued quality improvement funds.

Ms. Chavez emphasized the importance of communications and messaging as a means for marketing in an appealing way to programs. She commented that the cash incentive is one time, therefore not sustainable. She projects verifying licensing compliance of rated programs every year. The staff also is looking at how to integrate nutrition into the measures. To help new participating programs, STEP is debuting a mentoring component using programs already rated by STEP and is collaborating with the Child Care Alliance of Los Angeles and the Child Care Resource and Referral (R&R) Agencies to provide coaching services.

Race to the Top – Early Learning Challenge (RTT-ELC)

California will receive \$52.6 million dollars over four and a half years. There are 16 regional teams planning for and implementing Race to the Top – Early Learning Challenge projects, including the Office of Child Care and LAUP in Los Angeles County. Ms. Chavez referred members and guests to their meeting packets for a copy of the budget document that shows the distributions of funds by county. The budget is based on a formula reflecting the number of high need children in each county. Race to the Top – Early Learning Challenge is an initiative that is strategically addressing programs targeted to high need families and improving the quality of early care and education services available to them. Ms. Chavez referred to the meeting materials for the table comparing STEP with Race to the Top – Early Learning Challenge.

Ms. Kurtz noted that funding for Los Angeles County is about half of what was requested, which constrains what can be accomplished. Agreements at the state level are underway, although it will not be a statewide system. Rather, efforts will build upon existing activities occurring regionally. The statewide agreements relate to evaluating the work and the results of the improvements. As such, each region agreed to three common tiers for the quality framework and then has the flexibility to add tiers within the framework for a five tiered system. Some regions have selected to have up to four or five in their respective system. LAUP and STEP have adopted the three common tiers and are adding two. Ms. Kurtz mentioned that the first tier is compliance with licensing plus foundations. (Refer to the handout, RTT-ELC Quality Continuum Framework with Three Common Tiers for more detailed information.)

Ms. Kurtz mentioned the need to simplify the scoring system so that it makes sense to the implementers as well as the programs that are rated. Issues around weighting scores and the requirements for moving up to higher level of quality are yet to be resolved. In addition, the group needs to define what flexibility means at the local level. Ms. Chavez added that the goal is to build on previous activities with some local flexibility. An important component of the rating will be the messaging, which will follow settling on agreements.

Among the other challenges, Ms. Kurtz and Ms. Chavez noted that the system has a Title 5 bias and lots of the regions are implementing Power of Preschool, serving three and four year old children, thus making it difficult to advocate for the entire spectrum of programs as RTT – ELC participants. For example, programs will be required to assess children using the Desired Results Developmental Profile. There has not been a positive response to allowing the use of other developmental screening tools. In addition, overall data needs have not been fully fleshed out, hindering the regions from setting up their data systems. The State wants a process evaluation as well as an evaluation of childhood outcomes. In the meantime, the State has released a Request for Qualifications for an evaluator to conduct a statewide descriptive project evaluation budgeted at \$3 million over four years. When the CDE/CDD was pulling together

applications, it asked members of the consortia for the numbers of programs already rated. The expectation is that before the project ends, those already operating quality rating and improvement systems will transition to this new system. All existing programs need to be evaluated by a system that has not yet been validated.

Ms. Chavez and Ms. Kurtz were asked if they have reached out to licensing, suggesting that they know providers who most need help. Ms. Chavez answered that the way the framework is set up, only programs meeting licensing requirements are eligible to participate. They are already working with licensing to verify compliance of programs over the last 12 months.

Ms. Chavez offered to present on the respective action plans at a future meeting, saying it would be helpful for obtaining feedback. One thing she is concerned about is the capacity of licensing to provide compliance information in a timely manner. LAUP may have resources to help with licensing compliance reports.

V. SUMMARY OF ACTIONS ON THE STATE BUDGET AND LEGISLATION AND NEXT STEPS

Goal 2 – *Local, State and Federal policies and budgets will strengthen the child development infrastructure and support the expansion of high quality child development services that integrate family support, health, mental health and other relevant services into their operations.*

Mr. Adam Sonenshein referred members and guests to their meeting packets for a copy of the handout, "Summary of Actions on the California Budget 2012-13 and Legislation – Child Care and Development Services". The handout reports the outcome of the State Budget for 2012-13 for child care and development services as approved by the Governor on June 27, 2012. In addition, it lists the status of the three bills that were of particular interest to the Roundtable – AB 1673 (Mitchell), AB 2286 (Bonilla) and AB 1872 (Alejo). Of the three bills, only AB 1872 remains alive.

What impact did our actions have?

Mr. Sonenshein remarked that the State Budget proposal for 2012-13 continued the Governor's vision initiated in the previous year, framing child care as support for working families and part-day education for preschool age children. Moreover, the Governor proposed administratively restructuring most child care and development services to the county welfare departments. The Board of Supervisors' stance of opposition on the proposal for administrative restructuring had a major impact on the outcome of the Governor's plan. In the end, the most surprising changes occurred when the Governor signed budget. While the field expected across the board cuts as negotiated by the legislature, the Governor used his line item veto authority to make even deeper cuts. Altogether, this year's process illustrates the advocacy efforts needed to remind the Governor of the importance of early childhood programs.

The State legislative side did not result in lots of positive change. Two bills recommended for positions by the Roundtable – AB 1673 (Mitchell) and AB 2286 (Bonilla) – did not make it out of its house's Appropriations Committee. A third bill supported by the Board of Supervisors on a recommendation from the Roundtable – AB 1872 (Alejo) – is scheduled for a hearing in the Senate Committee on Appropriations in early August.

Mr. Sonenshein spoke briefly to the budget approved by the Governor relying on passage of his ballot initiative that will go in front of voters in November. If the ballot measure does not

pass, trigger cuts to K-12 education will occur. It has been suggested that advocates will mitigate cuts by pushing the impact to other Proposition 98 funded areas. Mr. Sonenshein also mentioned that the Governor is expected to reintroduce proposals from previous years to address the ongoing budget gap. Mr. Hayslip added that even preschool programs administered by school districts are impacted due to encroachment on school district general funds. K-12 general funds often support early childhood program staff benefit packages and support salary augmentations due to labor negotiations that benefit all school district staff. School districts are saying that they cannot continue to support boosting early educators' salaries. His comments were echoed by Ms. Keesha Woods, stating that even with the Los Angeles County Office of Education (LACOE) contracts, school district solvency is questioned due to the State budget cuts.

Ms. Martha Flammer commented on the current state of affairs, noting that although the early care and education field was successful in preventing significant cuts, there are challenges from a policy perspective on the administration of the programs. She suggested that there is work to do that includes coordinating resources and crafting messages and then scheduling meetings with legislators to discuss the importance of early care and education and keeping it in the CDE/CDD. Messages also need to reach coalitions such as the Latino and Women's caucuses, both of which have demonstrated interests in early childhood, and the Legislative Analyst's Office.

Ms. Flammer encouraged creating materials that are visually powerful and represent numbers and trends. As example, she showed a chart that summarizes the number of CalWORKS families experiencing homelessness over time. Messages should also provide a holistic explanation of mothers barely making it and give the reader a sense of the experiences of children. Both the Administration and consultants need persuading, which can be done by describing what happens to a mother and her children throughout the day and how an early childhood program fills a significant gap for the family. The portrayal is more complete when coupled with the interaction of other services – County departments – are doing to help the family.

With respect to rumors of the administrative restructuring proposal returning to the table next year, Ms. Flammer recommends developing a message of why it is important to keep early care and education under the administration of the CDE/CDD. Efforts to reach legislators and others need to occur immediately and the media is a good vehicle to carry the message. Educating new members should be a priority as well – 28 members in both houses are termed out. She stressed “do not wait until January.” Lastly, she recommended identifying a core group of stakeholders from Los Angeles County to make the rounds to the Los Angeles County delegation in January and March. Martha offered to help arrange the visits.

Ms. Sartell suggested convening a group of local stakeholders to develop messages/talking points and a plan for disseminating messages. Ms. Flammer added the idea of working with local coalitions to develop a holistic approach that looks at the child and the family, then targeting champions in the legislature, such as Assembly Member Holly Mitchell and Senator Carol Liu, to host a joint informational hearing. And be sure to document the harm the current budget cuts have imposed. Ms. Flammer added that data is critically important and it would be helpful to have a centralized location to gather data from which to draw for the development of one page summaries with charts.

Mr. Nurhan Pirim added that efforts need to include following up with the Board motion to charge the CDE/CDD with streamlining its administration. There was brief discussion regarding the Governor's ballot initiative in relationship to the ballot initiative, *Our Children, Our*

Future. The Governor's initiative provides secure funding for already realigned programs (public safety, mental health, child support) in addition to funding for education. Currently, the realigned programs rely on State General Funds. *Our Children, Our Future* is a dedicated funding stream to support education, including early childhood programs. Different interpretations have been put forth on whether elements of each could be implemented if both passes.

Ms. Malaske-Samu stated that over the past year there has been improved collaboration at the County level. The Needs Assessment is helping with the data collection and Ms. Laura Escobedo's work with the Advancement project is creating a platform on routinely collecting data on routine basis. She asked for what questions are arising. Ms. Flammer will pull together questions from legislators and caucuses. Ms. Cristina Alvarado agreed to the importance of bringing people together early on, particularly since one third of the state population resides in Los Angeles County. Ms. Malaske-Samu suggested a small group meeting with Assembly Member Mitchell and Senator Lui to ask for their questions. Mr. Pirim offered that there need to be internal discussions to clarify definitions before setting up meetings with legislators. Ms. Karla Howell thought meeting with legislators would be a means toward raising questions and problem-solving. Ms. Flammer concluded by stating that Los Angeles County is formidable and used Central Valley's large Latino population as an example for shifting tides.

VI. UPDATES ON STRATEGIES AND COMMITMENTS FOR COLLABORATION FOR THE DELIVERY OF INTEGRATED SERVICES FOR CHILDREN AND FAMILIES

Goal 3 – *County departments will work collaboratively with each other and community partners to maximize the utilization of available resources, support quality improvements and promote the delivery of integrated services for children and their families.*

Position paper on children and families experiencing homelessness

Ms. Dora Jacildo relayed that the foundation toward the goal has been achieved through the development of a position paper on children experiencing homelessness. The paper made it to Senator Liu's office, which led to meeting with member of her staff, Ms. Andi Lane. The meeting involved additional partners, including representatives from the Los Angeles Housing Services Authority (LAHSA) and Service Integration Branch and focused on how to integrate services and maximize resources. Work is underway to establish Homeless Family Solution Centers as a way to keep families from migrating to Skid Row. Rather, families experiencing homelessness should receive services – housing and work referrals – in their community. The goal of the Roundtable is ensuring that the families have access to quality early care and education services. Ms. Jacildo also spoke to the looking at the experiences of homelessness from the eyes of the children. As such, she is interested in how to help the Homeless Family Solution Centers address young children and help the families enroll in early care and education programs as a means for giving children a sense of rootedness and safety. Ms. Jacildo relayed that Ms. Lane is open to suggestions, including influencing policies such as expanding the McKinney-Vento Act and reviewing state regulations as well as exploring funding opportunities.

Mr. Dennis reminded members and guests that he represents the Roundtable as an ex officio on the First 5 LA Commission. He mentioned that Supervisor Zev Yaroslavsky is expected to introduce a motion for a \$25 million investment towards children experiencing homelessness in the child welfare system at the Commission meeting scheduled for Thursday, July 12, 2012. Mr. Dennis, on behalf of the Roundtable, plans to ask for clarity on how the money is to be

spent and how efforts funded with the dollars will interface with other efforts addressing families experiencing homelessness. Dr. McCroskey asked Mr. Dennis to distribute the white paper to the Commission members at the meeting.

Collaborative application for funding

Mr. Michael Gray reported briefly on the response to the federal grant by the newly formed LA Partnership for Strengthening Families. The application, submitted in June 2012, requests \$250 million per year for two years; awardees will be announced next month. Partners include representation of the R&Rs, family support services, the Roundtable and DCFS. The basic goals of the grant are improving family resiliency and the social-emotional well-being of children through increased access to quality early care and education services.

Mr. Eric Marts provided additional areas of direction for DCFS, noting that children birth to five years old are at greatest risk. He relayed that family preservation is now embedded in the Strengthening Families framework, suggesting that the focus of working with families is from an asset-based perspective. DCFS also is working with the faith-based collaborative building protective factors in families with the help of Pastor Armstrong from New Jersey. He mentioned the success of the Head Start Referral System and then announced that a Request for Proposal has been issued to develop 14 community resource centers targeted to children. Dr. Marts iterated the Department's commitment to connect families with early care and education services and informing its practices with the science of early brain development.

Discussion

Ms. Nina Sorkin mentioned the Adverse Childhood Experiences (ACE) study that speaks to children's need for the stability in relationship to the Supervisor's proposal to First 5 LA. A report – *Homeless Children 0 – 5 in Los Angeles County – A Report to the First 5 LA Commission* (July 2012) prepared by Ms. Kate Fallon provides an analysis of the data as it pertains to young children. It is a good companion piece to the white paper prepared on behalf of the Roundtable. Ms. Jacildo expressed a sense of urgency, noting that the existing system faced with ongoing budget cuts makes it difficult for families to be and stay eligible for services. Furthermore, regulations create barriers to families lacking stability. She asked, "How can providers be more nimble with restrictions that impact whether they are paid?"

With respect to the community resource centers, their locations will be somewhat consistent with the 19 regional offices of DCFS. Applicants are encouraged to form regional partnerships building upon existing efforts, including Family Preservation, Partnerships for Families, adoption support and more. Dr. McCroskey suggested there is an opportunity for early care and education partners to participate.

MSW interns in child development agencies

Mr. Dennis reported that a couple of years ago Mr. Hayslip and Dr. McCroskey engaged in a collaboration to create a framework for University of Southern California Master of Social Work (MSW) students to work at LAUSD Early Childhood Education sites. This past year, Pathways had the opportunity to bring on three first year interns to take a comprehensive look at the entire family. The interns were based at Pathway's center in Eagle Rock; sections of the STEP standards helped frame the interns' work with families. They were trained on the Environment Rating Scale and used the family and community involvement section to conduct comprehensive assessments on family needs, including parent effectiveness, child's mental health, family stability and health. The MSW interns provided an opportunity for Pathways to

create a social service connection for families, which was a value to staff of the agency as well. Mr. Dennis emphasized the importance of working with families more comprehensively, especially during this time of shrinking resources. He added that the relationship between a community-based organization and an academic institution is a good use of mutual resources. Dr. Sam Chan offered “owning the whole”, that is partnering with the families to address the protective factors.

VII. STATUS AND DIRECTION OF THE STRENGTHENING FAMILIES LEARNING COMMUNITY

Goal 5 - *The Chief Executive Office (CEO) will facilitate County department efforts to work internally, across departments and with community partners, to integrate the Strengthening Families Approach (SFA) and Protective Factors into their work with children, families, and communities; and engage families in high quality child development services. The CEO, with assistance from the Center for the Study of Social Policy and key local partners, will establish a multidisciplinary SFA learning community designed to support ongoing professional development and SFA projects that are underway or emerging in County departments.*

Ms. Malaske-Samu reported that the Strengthening Families (SF) Learning Community was launched in January, convened by the Chief Executive Office and involving County departments that touch children and their families. Ms. Malaske-Samu found fascinating the energy that came from two departments – Parks and Recreation and the Public Library – to work on Management Appraisal and Performance Plan (MAPP) goals. The second meeting of the SF Learning Community is scheduled for July 18, 2012. The group, still in its formative stage, will discuss its initiatives in the context of the Protective Factors and consider opportunities for collaboration. While the SF Learning Community is not intended to be exclusive, for now it is a safe environment for County departments to exchange ideas. Work is underway with First 5 LA to underwrite some activities with a motion expected for presentation to the Commission in September. Cash incentives to County departments could help facilitate collaboration.

Dr. Chan suggested that sometimes we are better off with a small amount of money to do some work. He referred to “It Takes a Community”, a core philosophy among the Magnolia Place Community Initiative members where folks are building a sense of unity, sharing and promoting the philosophy internally. He mentioned that the SF Learning Community is allowing for creativity as occurred by the newly formed partnership between the Department of Mental Health and the Public Library. He expects the members to go deeper within their respective departments where there are staff members not familiar with the concepts. The Strengthening Families language is being promoted within the core practice models and proposed for incorporating into trainings. Others, such as the LA Partnership for Early Childhood Investment and First 5 LA are wrestling with how to promote the framework. The California Network of Strengthening Families has developed a set of standards that will be available in the coming year in the form of training to help stakeholders embrace the concepts, build capacity and train others.

Dr. Chan said as a practical exercise, a network has come together on a federal grant proposal to bridge child development and child welfare in two geographic areas of the County. Family support agencies have been brought in as the glue to hold the systems together and help families access other services, building upon their work as a Prevention Initiative Demonstration Project (PIDP) partners. There are plans to shop the proposal to other funders regardless of whether awarded the federal funds.

VIII. COLLABORATION BETWEEN COUNTY DEPARTMENTS AND SCHOOL DISTRICTS

Goal 4 – *County departments will work collaboratively with the Los Angeles County Office of Education, key school districts and community-based child development services to integrate services, thereby supporting effective: articulation between child development and kindergarten; design of developmentally appropriate transitional kindergarten programs; and identification and utilization of new or nontraditional funding.*

Ms. Woods began her brief presentation on the articulation between child development and kindergarten by suggesting that there needs to be a discussion on defining the differences between early care and education and kindergarten. She raised the following questions: What is child care – just a place or more? Is it a process? If there is a return on the investment, are we looking at contributing to children's development or supporting working families? Do we embrace child care or embrace birth to five or the birth to 8 continuum?

Ms. Woods stated that we cannot separate the gains from the early years to later success. One of the ways to achieve gains is to reduce child protective services engagement and work to sustain the gains made in early education. Head Start received funding to support parent engagement, which suggests building whole families capacity to become self-sufficient while contributing to the primary education of children and becoming their children's advocates when they enter the K-12 system. She added that community engagement needs to be part of infrastructure. Strong parents are more involved in the community and community gives back.

Ms. Woods acknowledged the successful partnerships that are contributing to family strengthening as follows: 1) the partnership with DCFS to enroll children in foster care into Head Start; 2) the partnership with the Office of Child Care and LAUP that resulted in a comprehensive, countywide community needs assessment that identifies the children, where they are located, their eligibility for programs, and the capacity of the system to provide services with the intent that no children are left without services; and 3) the partnership that allows for children and families who do not qualify for Head Start to be referred to LAUP.

Mr. Hayslip spoke on behalf of Ms. Ruth Yoon, Acting Director of LAUSD's Early Childhood Education Division. Mr. Hayslip commented briefly on the history of defining developmentally appropriate practice and its relationship to transitional kindergarten programs. In 1986, the National Association for the Education of Young Children (NAEYC) published a book by Sue Bredekamp and Carol Copple on developmentally appropriate practice. There is legislation that now requires a look at the terminology and how it is applied to transitional kindergarten. The transitional kindergarten legislation, introduced by Senator Simitian, has very little in terms of regulations, however serves as a bridge between early childhood and early elementary with a two year kindergarten program. Mr. Hayslip said that families need help understanding transitional kindergarten as will the early care and education field and those responsible for administering the program.

Ms. Woods added that the challenges are with understanding the different policies and initiatives. As such, it calls for everyone to work together. Families need to see the "system". Her hope is that the transition to kindergarten is not different than early care and education; the goal is to help children be successful in school and life.

Mr. Dennis reflected on the recent history at First 5 LA when the audit report suggested a mismanagement of funds, resulting in the departure of the Executive Director. The report was an embarrassment to the Board of Supervisors and the County. First 5 LA is in the process of hiring a new Executive Director. Mr. Dennis wants to make sure that the new

Executive Director is a friend to both the Roundtable and the early care and education field. Mr. Dennis suggests looking at ways to fund programs as budgets for services are shrinking, such as through County departments and promoting the development of private/public partnerships. Additionally, he suggested making sure there are good relationships with the Board members' children's deputies, noting that Ms. Lisa Mandel knows of the Roundtable and Ms. Drew-Ivie regularly participates in Roundtable meetings.

By looking forward, Mr. Dennis commented that one of the most effective accomplishments was preparing data relating to the proposed State budget cuts for the Board members. He recommends developing a mechanism to provide supervisorial data quarterly or semi-annually. The information should encompass dollars, number of children, programs closing and more in the format of data sheets. The data sheets would be a presentation of early care and education and the current state of affairs, rather than only responding to a crisis. Work may be conducted in partnership with Healthy City. In closing, Mr. Dennis suggested that the Roundtable develop an annual report card that describes how effective the Roundtable has been at carrying out its mission. This self-assessment on effectiveness is critical as the commission infrastructure in the County is in jeopardy. Questions it could answer: Are we producing at the level we need to? Is there value added?

It was noted that NAEYC addresses children from birth to eight years old. There was a shift nationally to talk about children from birth to five years old, however Illinois was one of the few states that continued to define the early years as birth to eight years old. This issue speaks to the need for a conversation about definitions. On a related note, one of the LAUP Workforce Consortium partners is working with school districts to launch a training institute for principals. It was suggested that a presentation to the Roundtable on this project might be in order.

IX. TIME TO REFLECT, WRAP UP AND CALL TO ADJOURN

Dr. Little summarized themes she heard throughout the day beginning with a capture of talents around the Roundtable to inspirations that progress is occurring at the national, state and local level despite tough economic times to major accomplishments and the work ahead. She commented, "We have the team that we need". She continued by stressing that among the work ahead is defining how the Roundtable strategically communicates its core mission and vision and talks about outcomes that strengthens families and impacts the lives of children. She added that identifying and working with political allies puts us on the right track.

At Dr. McCroskey's request, final comments from members and guests:

Ms. Howell expressed her appreciation for the various roles represented around the table with the common purpose of advocating on behalf of children and families. She reflected on the nexus between the Roundtable and the Child Care Planning Committee (Planning Committee), commenting that the Planning Committee has representation from providers and parents with stories to tell that may help influence policies.

Mr. Gray reminded members and guests that relative caregivers are an important voice.

Ms. Woods again suggested that one of the first actions should be revisiting the title and mission of the Roundtable and definitions as a means to drive policy. The foundation of framing will determine outcomes.

Ms. Jacildo urged putting resources on initiatives that are effective. The value of the meetings is the multiple partners and improving families' access to programs, support services, resources and systems that are effective.

Ms. Malaske-Samu expressed her hope that progress can be made on addressing children and families experiencing homelessness. Even though homelessness receives attention in the Service Integration Branch, this goal has propelled integration within the branch for the first time and could lead to an impact on the Homeless Family Solution Centers.

Ms. Flammer reflected on the many voices within the Chief Executive Office in terms of shaping policy priorities. More work is needed to influence early care and education as a priority in relationship to other issues.

Dr. McCroskey closed the meeting by thanking everyone for their work and reminded all that the next monthly meeting is scheduled for September 12, 2012 at the Hall of Administration.

The meeting was adjourned at 2:50 p.m.

Commissioners Present:

Dr. Sam Chan	Ms. Kathy Malaske-Samu
Ms. Fran Chasen	Dr. Jacquelyn McCroskey
Mr. Duane Dennis	Ms. Stacy Miller
Mr. Robert Gilchick	Mr. Nurhan Pirim
Mr. Michael Gray	Ms. Connie Russell
Ms. Karla Pleitez Howell	Mr. Adam Sonenshein
Ms. Dora Jacildo	Ms. Keesha Woods
Dr. Sharoni Little	

65 percent of members were in attendance.

Guests:

Ms. Cristina Alvarado, Child Care Alliance of Los Angeles
Ms. Patricia Carbajal, CEO Intergovernmental Relations and External Affairs (IGEA) Branch
Ms. Ellen Cervantes, Child Care Resource Center
Ms. Sylvia Drew Ivie, Second Supervisorial District
Ms. Martha Flammer, CEO/IGEA
Mr. Whit Hayslip
Ms. Dawn Kurtz, Los Angeles Universal Preschool (LAUP)
Mr. Eric Marts, Department of Children and Family Services
Mr. Dave Mitchell, Probation
Mr. Ruel Nollo, First 5 LA
Ms. Patti Oblath, Connections for Children
Ms. Nina Sorkin, Los Angeles County Commission for Children and Families
Dr. Randi Wolfe, Tikun Consulting
Ms. Jacqueline Wu, Office of Senator Liu

Staff:

Ms. Helen Chavez
Ms. Laura Escobedo
Ms. Michele Sartell

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Policy Roundtable for Child Care

222 South Hill Street, Fifth Floor, Los Angeles, CA 90012

Phone: (213) 974-4103 • Fax: (213) 217-5106 • www.childcare.lacounty.gov

September 4, 2012

The Honorable Edmund G. Brown, Jr.
Governor of the State of California
State Capitol
Sacramento, CA 95814

Dear Governor Brown:

ASSEMBLY BILL 1872 (ALEJO) – REQUEST FOR SIGNATURE

On behalf of the Los Angeles County Policy Roundtable for Child Care (Roundtable), I am writing to urge your signature on AB 1872 authored by Assembly Member Luis Alejo. AB 1872 would require all licensed family child care homes to follow the nutrition standards for meals and snacks they serve as specified by the United States Department of Agriculture Child and Adult Food Program (CACFP).

The Roundtable, staffed by the Office of Child Care located within the Service Integration Branch of the Chief Executive Office, represents the collective experience, expertise and wisdom of community leaders in early childhood, education, business, economics and research and County departments representing child welfare, mental health, probation, public health, and parks and recreation. As a County Board of Supervisors appointed Commission, its primary mission is to build and strengthen early care and education by providing recommendations to the Board of Supervisors on policy, systems, and infrastructure improvement.

Currently, family child care providers are not legally required to follow any nutritional standards under licensing, whereas licensed centers are required to follow CACFP meal pattern standards at a minimum, regardless of their participation in the Federal program that provides reimbursements for meals and snacks to enrolled children of low-income families. A family child care provider would be exempt from complying with the requirements for children with a "medical necessity" as documented in writing by a medical provider. In addition, the law will not apply to meals or snacks provided by the child's parent or legal guardian for the child while with the family child care provider.

Research indicates that nearly one in four children under the age of five is overweight or obese, placing them at risk for developing chronic diseases such as diabetes and heart disease. Child care providers are in a unique position to influence the positive nutrition habits and taste preferences of children enrolled in their programs and ensuring that the children are served nutritional meals during the hours in which they are in care.

Jeannette Aguirre
Nora Armenta
Maria Calix
Sam Chan, Ph.D.
Fran Chasen
Duane C. Dennis

Ann E. Franzen
Robert Gilchick, M.D., M.P.H.
Michael Gray
Karla Pleitez Howell
Carollee Howes, Ph.D.
Dora Jacildo



Sharoni D. Little, Ph.D.
Kathleen Malaske-Samu
Jacquelyn McCroskey, D.S.W.
Stacy Miller
Terri Chew Nishimura, MA, OTR/L
Nurhan Pirim

Connie Russell
Adam Sonenshein
Esther A. Torrez
Keesha Woods
Mika Yamamoto
Ruth M. Yoon

Letter to Governor Brown

September 4, 2012

Page 2

The Roundtable fully supports ensuring that children participating in early care and education programs, including family child care homes, are provided nutritious meals and snacks and that programs receive the information and have access to the resources they need to enhance their nutritional standards. This position is consistent with legislative policy adopted by the Los Angeles County Board of Supervisors.

Please feel free to contact Kathleen Malaske-Samu by e-mail at kmalaske@ceo.lacounty.gov or by telephone at (213) 974-2440 or Michele Sartell by e-mail at msartell@ceo.lacounty.gov or by telephone at (213) 974-5187 at the Office of Child Care if you have any questions.

Yours truly,



Jacquelyn McCroskey, D.S.W.
Chair

JM:MPS

Cc: Assembly Member Luis Alejo



Young children, even babies, have mental health needs. **Project ABC** believes that early intervention, when children are just beginning to have difficulties, can prevent later, more severe mental health problems. Project ABC also believes that the best early intervention involves building strong relationships between children and their caregivers and between families and service providers.

Project ABC Serves:

- Children under six years and their families
- Young children with behavioral or emotional problems or concerns
- Young children who are in out-of-home placement or at risk for out-of-home placement
- Children and families living in Service Planning Area (SPA) 8

Project ABC offers state-of-the-art early childhood mental health services including:

- Thorough mental health and developmental evaluations, designed to identify the unique needs of young children and their families
- Individualized treatment plans developed in collaboration with parents and their community partners
- Child-Parent Psychotherapy – for children who have experienced trauma or loss and their parents
- Parent-Child interaction Therapy (PCIT), a behavioral approach involving live coaching to teach parents strategies for building a stronger relationship with their child and helping children learn to follow directions and cooperate with adults
- Incredible Years groups for parents, designed to teach parenting strategies through an interactive format including videotaped examples, and role playing
- Incredible Years groups for children, designed to teach social skills through an interactive format including puppets, videotaped examples, and role plays
- Parent support groups and parent advocacy activities, led by parent advocates
- Home-visiting services to provide support, linkages to community services, and parenting guidance
- Therapeutic preschool

Project ABC Contact Information:

Toll-free phone: 855-436-1136 • Fax: 661-745-0103

Email: referrals@projectabc-la.org

Partner Agencies:

Children's Institute, Inc. • For the Child • Pacific Asian Counseling Services • TIES for Families

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Project Particulars

WHO?

LA County Department of Mental Health
LA County Department of Children and Family Services
Children's Institute, Inc.
University of Southern California
For The Child
Pacific Asian Counseling Services

WHAT?

Develop a system of care that will provide comprehensive, integrated services to young children (birth to five years old) who are at high-risk for entering the child welfare system, with priority given to children referred from, or at risk of referral from, the DCFS office in Service Area 8 of Los Angeles

WHERE?

Currently focused on Service Planning Area (SPA) 8, with long-term goal of expanding within Los Angeles County

WHEN

2010 – 2016

WHY?

- An estimated 10% of all children have an emotional or mental health disorder
- Untreated, these disorders can significantly impair children's functioning – aggressive/impulsive behavior, expulsion from preschool, sleep problems, withdrawal, lack of appetite, depression, anxiety, or traumatic stress reactions
- Early intervention can improve social-emotional health, increase academic success, reduce the risk of teen pregnancy, juvenile delinquency, and special education placement
- There is insufficient capacity to provide these services for all children in need in the SPA 8 region of Los Angeles

HOW?

Pilot model for service provision includes:

- Mental health and developmental evaluations
- Individualized treatment plans
- Care coordination and home visitation
- Parent-Child Interaction Therapy
- Child-Parent Psychotherapy
- Reflective Parenting
- Incredible Years groups for parents and children
- Infant Massage
- Parent support groups

At a community level, Project ABC will:

- Train professionals on early childhood mental health and social-emotional development
- Coordinate collaboration-building among birth to five service providers
- Share information with caregivers and community members
- Educate community members and professionals about the importance of relationships in early childhood

At a systems level, Project ABC will:

- Identify barriers to success and advocate for change on a local, county, and state level
- Advocate for policy and funding that supports the healthy development of young children
- Train and mobilize parents to advocate for family-supporting policies
- Educate policymakers about the importance of early childhood social-emotional development and ways that policies can support children

What is a system of care?

“A comprehensive spectrum of mental health and other necessary services which are organized into a coordinated network to meet the multiple and changing needs of children and their families” (p.3, Stroul & Freidman, 1986)

The core values of a system of care are:	Which means that:
Community-based	<ul style="list-style-type: none"> • Services are provided in community settings (e.g., family homes, child care centers, Regional Centers, etc.) • The community has input and decision-making responsibility in the direction and management of the system of care
Child-centered, family-focused	<ul style="list-style-type: none"> • The needs of the child and family determine the services and supports that are engaged
Culturally & linguistically competent	<ul style="list-style-type: none"> • Services and supports are responsive and supportive to cultural, racial and ethnic differences in participants

According to the system of care principles, services should be:	Which means that:
Comprehensive	<ul style="list-style-type: none"> • Services and supports are provided to address all aspects of the child and family’s physical, emotional, social, and emotional needs
Individualized to each child & family	<ul style="list-style-type: none"> • A unique combination of services and supports are determined for each family and documented in an individualized service plan
Provided in the least restrictive setting	<ul style="list-style-type: none"> • Services and supports are provided in the environment that is most normative and clinically appropriate
Coordinated at both the system level & the service delivery level	<ul style="list-style-type: none"> • All services and supports are delivered in a coordinated manner to support the family’s changing needs. Policies and procedures support integrated service delivery
Engages families & youth as full partners in all aspects of the system	<ul style="list-style-type: none"> • Families and, when developmentally appropriate, youth are engaged in all aspects of service planning, service delivery, and systems planning
Emphasizes early identification & intervention	<ul style="list-style-type: none"> • Early intervention increases the likelihood of positive outcomes, therefore systems of care aim to identify and provide services to child in need as early as possible.

What is an EARLY CHILDHOOD system of care?

What do we mean by infant and early childhood mental health?

Project ABC defines “infant and mental health” as a child’s capacity to:

- Experience and manage a full range of positive and negative emotions;
- Develop relationships with others; and
- Actively explore and learn

Adapted from Zero to Three Policy 1/07 – www.zerotothree.org

From a systems standpoint, we expand the definition to:

- Promote the emotional and behavioral well-being of all young children;
- Strengthen the emotional and behavioral well-being of children whose development is compromised by environmental or biological risk to minimize their risks and enhance the likelihood that they will enter school with appropriate skills;
- Help families of young children address whatever barriers they face to ensure that their children’s emotional development is not compromised;
- Expand the competencies of non-familial caregivers and others to promote the well-being of young children and families, particularly those at risk by virtue of environmental or biological factors;

And

- Ensure that young children experiencing clearly atypical emotional and behavioral development and their families have access to needed services and supports.

Knitzer (2000) quoted in Stroul and Blau (2008)

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Information for Parents

WHO IS PROJECT ABC FOR?

Project ABC is a program for young children and their families. Families of babies and children from birth to 5 years who have concerns about how their child is doing. We may be able to help you if your child:

- Has a lot of tantrums
- Has a hard time with sleeping or feeding
- Hits, bites, kicks, or pushes
- Is withdrawn
- Cries a lot or is hard to soothe
- Is very fussy or irritable
- Doesn't get along well with other children
- Doesn't listen to adults
- Was born prematurely (early) or weighed less than 5 lbs. at birth
- Has a developmental delay or disability
- Has any other behaviors that you are concerned about

WHAT FAMILY SERVICES AND SUPPORTS ARE AVAILABLE?

Classes and groups, including:

- Baby and me groups
- Parenting classes
- Social play groups for children

Information and resources for parents, including:

- Information about your child's development
- Connections to medical, educational and other community resources

Support and therapy, including:

- Activities to build parent and child relationships
- Home visits

Each family works with a staff member to select the services and supports that best meet their needs.

FOR INFORMATION ABOUT PROJECT ABC SERVICES

Toll-free phone: 855-436-1136
Fax: 661-745-0103
Email: referrals@projectabc-la.org

PARTNERS

Children's Institute, Inc.
For the Child
Pacific Asian Counseling Services
TIES for Families



Información para Padres

¿PARA QUIEN ES PROJECT ABC?

Project ABC es un programa para niños y sus familias. Para familias con niños entre las edades de 0 a 5 años que se preocupan por el crecimiento de sus hijos. Podríamos ayudarle si su hijo tiene problemas de:

- Mala conducta o mal comportamiento
- Dificultad para dormir o comer
- Pega, muerde, pateo, o empuja a otros niños
- Es muy solitario
- Lloro mucho o es muy difícil a calmar
- Es muy irritable
- No juega bien con otros niños
- No escucha a los adultos
- Nació pesando menos de 5 libras o nació prematuro
- Tiene problemas de desarrollo mental o retraso
- O tal vez tiene otros problemas que no hemos mencionado aquí pero que le preocupan.

¿QUE TIP DE SERVICIOS O APOYO DISPONIBLE PARA USTED?

Clases y grupos, que incluye:

- Mamá y yo
- Clases de padres
- Grupos para que su hijo socialice

Información y recursos para padres, que incluye:

- Información del desarrollo de su hijo
- Recomendaciones de médicos, educación, y otros recursos de la comunidad

Apoyo y terapia, que incluye:

- Actividades que ayuda la relación entre niños y padres
- Visitas a su hogar

Un trabajador social se reunirá con cada familia para seleccionar los servicios y apoyo que cada uno necesita.

PARA MÁS INFORMACIÓN DEL PROJECT ABC

Llamadas gratis: 855-436-1136

Fax: 661-745-0103

Correo electrónico: referrals@projectabc-la.org

ORGANISACIONES ASOCIADAS

Children's Institute, Inc.

For the Child

Pacific Asian Counseling Services

TIES for Families



The Executive Office of the
Los Angeles County Board of Supervisors



cordially invites you to a

BROWN ACT WORKSHOP

Save The Date

Thursday, September 20, 2012

1:00 p.m. — 3:00 p.m.

Please RSVP by September 15, 2012
at (213) 974-1431

or e-mail agalang@bos.lacounty.gov

**Board Hearing Room 381
Kenneth Hahn Hall of Administration
500 West Temple Street
Los Angeles, CA 90012**

Parking available at:

*Music Center Garage
Parking Lot 14
135 North Grand Avenue
Los Angeles, CA 90012*

or

*Cathedral of Our Lady of the
Angels Parking Garage
555 West Temple Street
Los Angeles, CA 90012*

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From: [Michele Sartell](#)
To: [Michele Sartell](#)
Subject: INVITATION - Early Childhood Development and Well-being Learning Community - Sept. 19, 2012
Date: Thursday, September 13, 2012 9:56:00 AM
Attachments: [image001.png](#)

Dear Policy Roundtable Members,

In late August, you should have received an invitation to participate in the Early Childhood Development and Well-being Learning Community Meeting on **Wednesday September 19th, 2012 from 12:00 to 5:00 p.m.** at The Center at Cathedral Plaza. We hope that you or a representative from your office will be able to attend as the goals of the event are directly aligned with the work of the Strengthening Families Learning Community. Note that there will be a lunch beginning at 12 p.m. I hope to see you there!

Here are the details from the original invitation (with slight modifications) sent by Ricardo Hernandez of Casey Family Programs:

You are cordially invited to participate in the Early Childhood Development and Well-being Learning Community Meeting on Wednesday September 19th, 2012 at The Center at Cathedral Plaza.

In November of 2011 the Early Childhood Development: Bridging the Gap Between Science and Policy Symposium provided an opportunity for county and program leaders to enhance their knowledge about how early childhood trauma and neglect affect brain development in children from birth through five years. The symposium also provided an opportunity to begin a conversation and identify opportunities to stimulate policy shifts and bring practice innovations to scale through exposure to national experts in the fields of neuroscience, early learning, and economics. The event promoted the Strengthening Families approach and the Child Care Policy Framework as countywide initiatives that will integrate efforts and facilitate access to high quality child development services in Los Angeles, especially for the most vulnerable children and families. For more information please visit: <http://www.casey.org/resources/Events/earlylearning/ca/>

We invite you to join other county leaders in this convening to further explore efforts on how innovation in practice, research, and the protective factors approach can promote safe and healthy environments for the children and families of LA County.

The conversation will be facilitated by Erwin McEwen, former Director of Illinois Department of Children and Family Services and a national expert on systems integration that build towards child well-being.

Early Childhood Development and Well-being Learning Community
Meeting The Center at Cathedral Plaza
555 West Temple Street
Los Angeles, CA 90012
12:00 PM- 5:00 PM

Please **RSVP to Ricardo Hernandez**
rhernandez@casey.org<<mailto:rhernandez@casey.org>>.

We look forward to your participation on Wednesday September 19th at The Center at Cathedral Plaza.

Michele P. Sartell
Program Specialist III
Office of Child Care
within the Service Integration Branch of the
Chief Executive Office
County of Los Angeles
222 South Hill Street, 5th Floor
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msartell@ceo.lacounty.gov
www.childcare.lacounty.gov



 Please consider the environment before printing this e-mail.

"Where people of goodwill get together and transcend their differences for the common good, peaceful and just solutions can be found even for those problems which seem most intractable."

- Nelson Mandela

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Education Week's blogs > Early Years

Report Details Rising Costs of Child Care Across the Nation

By Julie Rasicot on August 31, 2012 8:54 AM

Did you know that in most states in 2011, the average annual cost of center-based child care for infants was more than 10 percent of a given state's median income for a two-parent family?

Or that in 35 states and Washington, D.C., the average annual cost for center-based child care for babies was higher than one year of in-state tuition and related fees at a four-year public college?

Those are just a couple of the statistics from a **new report** examining the costs of child care in the United States. The report released by **Child Care Aware of America**, a membership organization formerly known as the National Association of Child Care Resource & Referral Agencies, details what families paid for full-time child care in 2011, including average fees for child-care centers and home-based care.

It's based on data provided by Child Care Resource and Referral agencies throughout the country and market surveys conducted by states, according to the report.

It may not be news that child care costs are rising even as the slow recovery of the economy is making it more difficult for parents to afford quality care. But what's disturbing, the report notes, is that rising costs may be forcing some parents to remove their kids from licensed programs and place them in less expensive, informal settings that may not meet health and safety standards or promote healthy child development.

And there's not much financial relief available. Federal funds used by states to subsidize child care for low-income families reaches one out of six eligible kids in the country, the report said. Plus, about one-fifth of those kids receiving assistance monthly are in unregulated settings.

So what's to be done?

Child Care Aware is "calling on Congress to review state child-care policies to ensure that federal dollars for child care are only spent in safe, quality settings."

Among its other recommendations: Require federal officials to define minimally acceptable quality child care for families and to study the real costs of care so that financing recommendations to support families can be developed; re-authorize the Child Care and Development Block Grant, along with extra requirements to improve the quality of child care; and invest in local referral agencies so they have more resources to help local providers become licensed and meet care standards.

Categories: advocacy ,child care ,early childhood sources ,federal grants ,parents ,research ,zero to three

Tags: child care ,child development ,federal funding