



Proposed Agenda

January 14, 2015 ♦ 10:00 a.m. to Noon
 Conference Room 743 ♦ Hahn Hall of Administration
 500 W. Temple Street ♦ Los Angeles

Time	Agenda Item	Lead
10:00	1. Welcome and Introductions a. Comments from the Chair b. Review of December Minutes Action Item c. Planning for February Agenda	Dora Jacildo Chair
10:20	2. Report on the Early Education Summit	Dawn Kurtz
10:40	3. Sacramento Update a. Governor's Proposed Budget for 2015-16 b. Legislation Related to Child Care and Development	Maureen Diekmann Michele Sartell
11:00	4. An Update on Family, Friend, and Neighbor Care a. Exploring Needs and Supporting Solutions b. A Partnership with the Magnolia Community Initiative c. Developing Solutions through the Lens of the Protective Factors	Bernadette Sangalang David and Lucile Packard Foundation Lila Guriguis Magnolia Community Initiative Alma Rivas Children's Bureau
11:40	5. What We Should Be Thinking About/What We Should Be Doing	Sharoni Little Vice Chair
11:45	6. Announcements and Public Comments	Members & Guests
12:00	7. Call to Adjourn	Sharoni Little

Mission Statement

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

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GOVERNOR INTRODUCES PROPOSED BUDGET FOR 2015-16 CHILD CARE AND DEVELOPMENT SERVICES

Overview

On January 9, 2015, Governor Jerry Brown released his proposed budget for 2015-16. The budget reflects the Governor's priorities to maintain a balanced budget, repay money borrowed from schools, community colleges and local governments and ensuring implementation of changes to education, health care, public safety, public pension systems and the environment. The Governor makes note of federal government policies that are likely to impose cost pressures on the state such as those relating to immigration policies and the rising cost of health care. In addition, he comments on the pending expiration of Proposition 30, which established short term tax increases intended to provide the State with revenue to support economic recovery.¹

Unfortunately, the Governor's budget falls short with investments in programs such as child care and development services that are designed to help all of our State's residents experience the benefits of an economic recovery.² While efforts were made in the 2014-15 budget to begin restoring significant losses in funding for programs that promote early learning in children and support working families, this budget does little to build upon the hope of that modest recovery.

The remainder of this paper summarizes the Governor's budget proposal for child care and development items. Table 1 on page 3 lists the line items for child care and development services contained in proposed budget for 2015-16 compared to the Budget Act of 2014.

Child Care and Development Budget Items

The Governor's proposed budget for 2015-16 suggests modest changes for child care and development services, mostly focused on full implementation of increases in funding for expansion and increased reimbursement rates that were introduced in the budget for 2014-15. Whereas the Governor's Budget Summary acknowledges anticipated changes based on the reauthorization of the federal Child Care and Development Grant (CCDBG) signed by President Obama on November 19, 2014, nothing in the budget reflects efforts towards meeting the new standards that states will be required to meet over the next three years. Among the changes noted to block grant funded child care programs are requirements for annual licensing inspections, annual health and safety inspections of non-related license-exempt providers, continuous eligibility, increased set-aside for quality activities, improved professional development activities, and enhanced consumer education for families.

Specifically, the Governor proposes the following adjustments to child care and development services:

- Increase the budget for the California State Preschool Program (CSPP) by \$14.8 million Proposition 98 General Fund and \$18.8 million non-Proposition 98 General Fund to support 4,000 slots with full-day wrap-around care as originally established in the Budget Act of 2014.

- Make cost of living adjustments (COLA) of 1.58 percent to the CSPP and the capped child care programs for an increase of \$9.2 million Proposition 98 General Fund and \$12.3 million non-Proposition 98 General Fund. The COLA was suspended for child care and development programs from 2008-09 through 2014-15.
- Increase funding by \$33.5 million for reimbursements based on the Regional Market Rate (RMR) to reflect a full-year update of the RMR that was implemented by the Budget Act of 2014. The Budget Act of 2014 updated the RMR from the 85th percentile of the 2005 RMR survey to the 85th percentile of the 2009 survey, reduced by 10.11 percent, effective January 1, 2015.
- Reduce CalWORKs Stage 2 Child Care by \$11.6 million to reflect a decrease in the number of cases and an increase in cost per case. Total base cost for Stage 2 is \$348.6 million.
- Increase the budget for CalWORKs Stage 3 Child Care by \$34.6 million to reflect an increase in the number of cases and an increase in the cost per case. Total base cost for Stage 3 is \$263.5 million.
- Indicate a decrease of \$14.9 million in federal funds to account for a reduction of available carryover funding. Total federal funding is \$565.2 million.

Table 1. Comparison between the Budget Act of 2014 and the Proposed Budget Act of 2015

Programs	Budget Act of 2014 ³	Proposed Budget Act of 2015 ⁴		Total
		State	Federal	
Proposition 98 General Fund				
State Preschool ⁵	\$579,450,000	\$606,781,000		\$606,781,000
Quality Rating and Improvement Grants	50,000,000	50,000,000		50,000,000
Child Development, Preschool Quality	25,000,000			
Proposition 98 Sub-total	\$654,450,000	\$656,781,000		\$656,781,000
Non-Proposition 98 General Fund				
General Child Development ⁶	\$543,867,000	\$339,327,000	\$235,067,000	\$574,394,000
Migrant Child Care	27,513,000	22,696,000	5,411,000	28,107,000
Alternative Payment (AP) Program	182,296,000	44,808,000	144,779,000	189,587,000
CalWORKs Stage 2 (AP)	354,548,000	338,645,000	10,000,000	348,645,000
CalWORKs Stage 3 (AP)	219,825,000	141,964,000	121,563,000	263,527,000
Resource and Referral Programs	18,687,000	18,982,000		18,982,000
Handicap Allowance	1,535,000	1,568,000		1,568,000
CA Child Care Initiative	225,000	225,000		225,000
Quality Improvement	46,476,000	1,461,000	45,015,000	46,476,000
Local Planning Councils	3,319,000	52,000	3,319,000	3,371,000
Accounts Payable	4,000,000	4,000,000		4,000,000
Non-Proposition 98 Sub-total	\$1,402,291,000	\$913,728,000	\$565,154,000	\$1,478,882,000
Child Care Facilities Revolving Fund	\$15,000,000			
Cost of Living Adjustment (COLA)		<i>COLA of 1.58 percent and Growth of .57 percent calculated into above totals for CSPP, General Child Development, Migrant Child Care, Alternative Payment Program, and Handicap Allowance</i>		
Growth				
Proposition 98 and non-Proposition 98 Sub-total	\$2,061,741,000			
Department of Social Services				
CalWORKs Stage 1	\$332,800,000			
Learning Supports				
After School and Education Safety Program	\$546,902,000	\$546,902,000		\$546,902,000
21 st Century Community Learning Centers	\$158,324,000 ⁷		\$121,695,000	\$121,695,000
Cal-SAFE Child Care		<i>Among categorical programs eliminated due to education finance reform.</i>		
Pregnant Minor Program				
Learning Supports Totals	\$673,180,000	\$546,902,000	\$121,695,000	\$668,494,000
California Community Colleges				
CalWORKs Child Care – Community Colleges	\$9,188,000		\$9,188,000	
Campus Child Care Tax Bailout ⁸	\$3,350,000	\$3,350,000		\$3,350,000
State Advisory Council on Early Childhood Development				
Race to the Top-Early Learning Challenge Fund ⁹	\$22,799,000		\$12,140,000	

For More Information

Organizations that have developed overviews and analyses of the proposed 2015-6 State Budget as it impacts education and safety net services for children and families, including child care and development are as follows:

California Budget Project	www.cbp.org
Child Development Policy Institute	www.cdpi.net
Early Edge California	http://www.earlyedgecalifornia.org/
Legislative Analyst's Office	www.lao.ca.gov
Western Center on Law and Poverty	www.wclp.org

A number of national organizations that monitor and advocate on behalf of early care and education at the federal level include:

Center for Law and Social and Social Policy (CLASP)	www.clasp.org
National Association for the Education of Young Children (NAEYC)	www.naeyc.org
National Women's Law Center	www.nwlc.org
ZERO TO THREE	www.zerotothree.org

For questions or comments regarding this budget analysis, contact Michele Sartell at the Los Angeles County Office of Child Care by e-mail at msartell@ceo.lacounty.gov or by telephone at (213) 974-5187.

¹ Brown, Jr., Edmund G. *2015-16 Governor's Budget Summary*. January 9, 2015. Retrieved on January 12, 2015 from <http://www.ebudget.ca.gov/2015-16/pdf/BudgetSummary/FullBudgetSummary.pdf>.

² See California Budget Project's report, *Budget Proposal Prioritizes Austerity, Lacks Plan for Helping Ensure Broadly Shared Economic Recovery* for an analysis of the Governor's proposed 2015-16 Budget.

³ SB 852, Chapter 25: Budget Act of 2014, Approved: June 20, 2014: see items 6110-194; 6110-196; and 6870-101-000(23) and Provisions 12(g) and 25.

⁴ AB 103 (Weber) and SB 69 (Leno), Introduced January 9, 2015. Retrieved on January 12, 2015 from http://www.leginfo.ca.gov/pub/15-16/bill/asm/ab_0101-0150/ab_103_bill_20150109_introduced.pdf and www.leginfo.ca.gov/pub/15-16/bill/sen/sb_0051-0100/sb_69_bill_20150109_introduced.pdf respectively. See items [6100-194-0001](#), 6100-194-0890, 6100-196-0001, 6100-197-0890, 6100-200-0890, and 687-101-0001.

⁵ As in previous years, \$5 million of the allocation is available for the family literacy supplemental grant provided to the CSPPs.

⁶ Supports general child care slots as well as wraparound care for children participating in full-day State Preschool.

⁷ Of the funding allocation to the 21st Community Learning Centers in the 2014-15 budget, \$36,629,000 was provided in one-time carryover funds to support the existing program.

⁸ Funds are restricted to community college child care and development programs.

⁹ This item is supported with American Recovery and Reinvestment Act (ARRA) funds.

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LEGISLATION BEING CONSIDERED BY THE CALIFORNIA STATE LEGISLATURE – FIRST LEGISLATIVE SESSION OF 2015-16

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 1/13/15)
California Assembly Bills								
	AB 15 (Holden)	Would express Legislature intent to enact legislation that would provide for a living wage for work performed by parties who contract with the state.						Introduced: 12/1/14
	AB 47 (McCarty)	Would require the California Department of Education (CDE) to report to the Legislative and Department of Finance (DOF) by 6/1/2016 a plan for expanding the state preschool program for all eligible low-income children without current access to one year of state preschool or transitional kindergarten. Report to contain an analysis of the need for new facilities for preschool expansion.						Introduced: 12/1/14
	AB 53 (Garcia)	Would require properly securing a child under 2 years of age in an appropriate rear facing child safety seat while the child is riding in a motor vehicle while transported by a parent, legal guardian or other driver.						Introduced: 12/1/14

¹ Levels of interest are assigned by the Joint Committee on Legislation based on consistency with the Public Policy Platform accepted by the Child Care Planning Committee and Policy Roundtable for Child Care and Development and consistent with County Legislative Policy for the current year. Levels of interest do ***not*** indicate a pursuit of position in either direction. The Joint Committee will continue to monitor all listed bills as proceed through the legislative process. Levels of interest may change based on future amendments.

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 1/13/15)
	AB 74 (Calderon)	Would require the Department of Social Services (CDSS) to conduct annual unannounced inspections of licensed facilities, including child care centers and family child care homes, as of 1/1/18. Specifies incremental steps to increasing the percent of facilities subject to annual unannounced inspections and the frequency of inspections each year up to 1/1/18.						Introduced: 1/6/15
Spot bill	AB 101 (Alejo)	Pertains to educational advisory bodies that provide guidance and support to local educational agencies and other entities that operate schools and preschool programs administered by the state board, the CDE, or other state agencies. Expresses legislative intent to intent to create three levels of educational advisory: educational policy advisory commissions, educational advisory committees, and educational task forces.						Introduced: 1/8/15
California Senate Bills								
	SB 3 (Leno)	Would increase the minimum wage, on and after 1/1/2016, to not less than \$11 per hour, on and after 7/1/2017, to not less than \$13 per hour. Would require automatic adjustment of the minimum wage using a specified formula on January 1 of each year, starting on 1/1/19, to maintain employee purchasing power diminished by the rate of inflation that occurred during the previous year.						Introduced: 12/2/14

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 1/13/15)
	SB 23 (Mitchell)	Would prohibit imposing a condition for cash aid (CalWORKs) on a recipient to disclose information regarding incest, rape or use of contraceptives. Would prohibit denying an increase in aid to a family currently receiving aid upon the birth of a new child.						Introduced: 12/1/14
California Budget Bills (including Trailer Bills)								
	AB 103 (Weber)	Budget Act of 2015						Introduced: 1/9/15
	SB 69 (Leno)	Budget Act of 2015						Introduced: 1/9/15

To obtain additional information about any State legislation, go to www.leginfo.ca.gov/bilinfo.htm; for Federal legislation, visit <http://thomas.loc.gov>. To access budget hearings on line, go to www.calchannel.com and click on appropriate link at right under "Live Webcast". Links to Trailer Bills are available at http://www.dof.ca.gov/budgeting/trailer_bill_language/. For questions or comments regarding this document, contact Michele Sartell, staff with the Office of Child Care, by e-mail at msartell@ceo.lacounty.gov or call (213) 974-5187.

An additional source of information on bills posted in this matrix is the subscription-based publication, *Legislative Updates on Child Development*, issued weekly by On the Capitol Doorstep. For more information, visit www.otcdkids.com.

KEY TO LEVEL OF INTEREST ON BILLS:

- 1: Of potentially high interest to the Child Care Planning Committee and Policy Roundtable for Child Care.
- 2: Of moderate interest.
- 3: Of relatively low interest.
- Watch: Of interest, however level of interest may change based on further information regarding author's or sponsor's intent and/or future amendments.

** Levels of interest are assigned by the Joint Committee on Legislation based on consistency with Policy Platform accepted by the Child Care Planning Committee and Policy Roundtable for Child Care and consistent with County Legislative Policy for the current year. Levels of interest **do not** indicate a pursuit of position. Joint Committee will continue to monitor all listed bills as proceed through legislative process. Levels of interest may change based on future amendments.

KEY:

ACLU	American Civil Liberties Union	CTC	Commission on Teacher Credentialing
AFSCME:	American Federation of State, County and Municipal Employees	CWDA	County Welfare Directors' Association
CAPPA	California Alternative Payment Program Association	DDS	Department of Developmental Services
CAEYC	California Association for the Education of Young Children	DHS	Department of Health Services
CAFB	California Association of Food Banks	DOF	Department of Finance
CCCCA	California Child Care Coordinators Association	DMH	Department of Mental Health
CCRRN	California Child Care Resource and Referral Network	First 5 CA	First 5 Commission of California
CCDAA	California Child Development Administrators Association	HHSA	Health and Human Services Agency
CDA	California Dental Association	LCC	League of California Cities
CDE	California Department of Education	LAC CPSS	Los Angeles County Commission for Public Social Services
CDSS	California Department of Social Services	LACOE	Los Angeles County Office of Education
CFT	California Federation of Teachers	LAUSD	Los Angeles Unified School District
CFPA	California Food Policy Advocates	MALDEF	Mexican American Legal Defense and Education Fund
CHAC	California Hunger Action Coalition	NASW	National Association of Social Workers
CIWC	California Immigrant Welfare Collaborative	NCYL	National Center for Youth Law
CSAC	California School-Age Consortium	PG&E	Pacific Gas and Electric Company
CSAC	California State Association of Counties	SEIU	Service Employees International Union
CTA	California Teachers Association	SPI	Superintendent of Public Instruction
CCALA	Child Care Alliance of Los Angeles	TCI	The Children's Initiative
CCLC	Child Care Law Center	US DHHS	US Department of Health and Human Services
CDPI	Child Development Policy Institute		

DEFINITIONS:²

Committee on Rules	Bills are assigned to a Committee for hearing from here.
Consent Calendar	A set of non-controversial bills, grouped together and voted out of a committee or on the floor as a package.
First Reading	Each bill introduced must be read three times before final passage. The first reading of a bill occurs when it is introduced.
Held in Committee	Status of a bill that fails to receive sufficient affirmative votes to pass out of committee.
Held under Submission	Action taken by a committee when a bill is heard and there is an indication that the author and the committee members want to work on or discuss the bill further, but there is no motion for the bill to progress out of committee.
Inactive File	The portion of the Daily File containing legislation that is ready for floor consideration, but, for a variety of reasons, is dead or dormant. An author may move a bill to the inactive file, and move it off the inactive file at a later date. During the final weeks of the legislative session, measures may be moved there by the leadership as a method of encouraging authors to take up their bills promptly.
On File	A bill on the second or third reading file of the Assembly or Senate Daily File.
Second Reading	Each bill introduced must be read three times before final passage. Second reading occurs after a bill has been reported to the floor from committee.
Spot Bill	A bill that proposes nonsubstantive amendments to a code section in a particular subject; introduced to assure that a bill will be available, subsequent to the deadline to introduce bills, for revision by amendments that are germane to the subject of the bill.
Third Reading	Each bill introduced must be read three times before final passage. Third reading occurs when the measure is about to be taken up on the floor of either house for final passage.
Third Reading File	That portion of the Daily File listing the bills that is ready to be taken up for final passage.
Urgency Measure	A bill affecting the public peace, health, or safety, containing an urgency clause, and requiring a two-thirds vote for passage. An urgency bill becomes effective immediately upon enactment.
Urgency Clause	Section of bill stating that bill will take effect immediately upon enactment. A vote on the urgency clause, requiring a two-thirds vote in each house, must precede a vote on bill.
Enrollment	Bill has passed both Houses, House of origin has concurred with amendments (as needed), and bill is now on its way to the Governor's desk.

² Definitions are taken from the official site for California legislative information, Your Legislature, Glossary of Legislative Terms at www.leginfo.ca.gov/guide.html#Appendix_B.

STATE LEGISLATIVE CALENDAR 2015 (Tentative)³

January 1, 2015	Statutes take effect (Art. IV, Sec. 8(c)).
January 5, 2015	Legislature reconvenes (J.R. 51(a)(1)).
January 10, 2015	Budget Bill must be submitted by Governor (Art. IV, Sec. 12(a)).
January 19, 2015	Martin Luther King, Jr. Day Observed
January 30, 2015	Last day to submit bill requests to the Office of Legislative Counsel. Last day for any committee to meet and report to the Floor bills introduced in their house in 2013 (J.R. 61(b)(2)).
February 16, 2015	President's Day Observed
February 27, 2015	Last day for bills to be introduced (J.R. 61(a)(1), J.R. 54(a)).
March 26, 2015	Spring Recess begins upon adjournment (J.R. 51(a)(2)).
March 30, 2015	Cesar Chavez Day observed.
April 6, 2015	Legislature reconvenes from Spring Recess (J.R. 51(a)(2)).
May 1, 2015	Last day for policy committees to meet and report to fiscal committees fiscal bills introduced in their house (J.R. 61(a)(2)).
May 15, 2015	Last day for policy committees to meet and report to the floor non-fiscal bills introduced in their house (J.R. 61(a)(3)).
May 22, 2015	Last day for policy committees to meet prior to June 8 (J.R. 61(a)(4)).
May 25, 2015	Memorial Day observed.
May 23, 2015	Last day for fiscal committees to meet and report to the floor bills introduced in their house (J.R. 61(a)(5)). Last day for fiscal committees to meet prior to June 3 (J.R. 61(a)(6)).
June 1-5, 2015	Floor session only. No committee may meet for any purpose (J.R. 61(a)(7)). This deadline APPLIES TO ALL bills, constitutional amendments and bills which would go into immediate effect pursuant to Section 8 of Article IV of the Constitution (Art. IV, Sec. 8(c); J.R. 61(i)).
June 5, 2015	Last day for each house to pass bills introduced in that house (J.R. 61(a)(8)).
June 8, 2015	Committee meetings may resume (J.R. 61(a)(9)).
June 15, 2015	Budget Bill must be passed by midnight (Art. IV, Sec. 12(c)(3)).
July 4, 2015	Independence Day observed.
July 17, 2015	Last day for policy committees to meet and report bills (J.R. 61(a)(10)).
July 17, 2015	Summer recess begins at the end of this day's session, provided the Budget Bill has been passed (J.R. 51(a)(3)).
August 17, 2015	Legislature reconvenes from Summer Recess (J.R. 51(a)(3)).
August 28, 2015	Last day for fiscal committees to meet and report bills (J.R. 61(a)(11)).
August 31- Sept 11, 2015	Floor session only. No committees, other than conference committees and Rules Committee, may meet for any purpose (J.R. 61(a)(12)). This deadline APPLIES TO ALL bills, constitutional amendments and bills which would go into immediate effect pursuant to Section 8 of Article IV of the Constitution (Art. IV, Sec. 8(c); J.R. 61(i)).
September 4, 2014	Last day to amend bills on the floor (J.R. 61(a)(13)).
September 7, 2015	Labor Day observed.
Sept 11, 2015	Last day for each house to pass bills (Art. IV, Sec. 10(c), J.R. 61(b)(17)). Final Recess begins upon adjournment (J.R. 51(b)(3)).
Sept 30, 2015	Last day for Governor to sign or veto bills passed by the Legislature on or before September 11, 2015 and in the Governor's possession after September 11 (Art. IV, Sec. 10(b)(1)).

2016

Jan. 1	Statutes take effect (Art. IV, Sec. 8(c)).
Jan. 4	Legislature reconvenes (J.R. 51 (a)(4)).

³ California State Assembly. *2015 Tentative Legislative Calendar*. Retrieved on October 29, 2014 from <http://assembly.ca.gov/legislativedeadlines>.

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January 14, 2015

Learning about Informal Care

Bernadette Sangalang
Program Officer
Children, Families, and Communities

Overview

- The Packard Foundation's Early Learning Strategy
- Learning about informal caregivers (family, friends, neighbors)
- Partnership with local communities
 - Lotus Bloom, Oakland
 - Magnolia Community Initiative, Los Angeles



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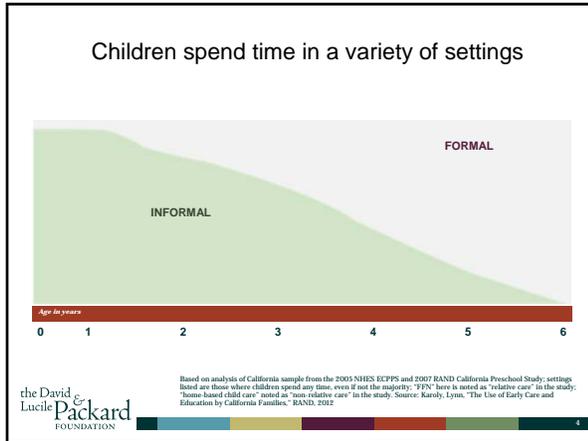
Early Learning Strategy

Improve the quality of early learning and developmental experiences in both formal and informal settings, for children (birth through age five) in California.

- Improving professional development for educators and caregivers to improve the quality of care provided through the formal system.
- Providing parents, family, and friends that care for children with the skills and support they need to provide quality, nurturing environments for children to grow to ensure they are on track and ready for the classroom by age five.



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Learning about Informal Caregivers

Who are informal caregivers, what motivates them, what their typical days entail, the kinds of caregiving resources they want and need...

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Our research partners

<p><i>Literature review of recent national and California-specific research</i></p> <p><i>Discussions with child care resource and referral agencies</i></p> <p><i>Key informant interviews with state and county informal caregiver networks and initiatives</i></p> <p><i>Site visits to community organizations that serve parents and caregivers</i></p>	<p><i>Ethnographic research with sets of parents and their informal caregivers.</i></p> <p><i>The focus was on understanding the attitudes, beliefs, relationships, and interactions that affect how and why parents and caregivers make the decisions they do, rather than on what they do.</i></p>	<p><i>Keyperson interviews with providers and community members connected to community-based centers serving parents and caregivers.</i></p> <p><i>Coenacting with caregivers and community members to understand caregivers and parent needs and to identify solutions that can work for the community.</i></p>

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Some preliminary findings

- Two types of informal caregivers: family members and non-family
- Family member is most common type of informal care provider
- Informal caregivers: mostly women, lower income, many Spanish speakers, few have formal training
- Payment takes various forms
- Common outside activities: libraries, parks, neighborhood walks
- Barriers to engaging in activities: parent wishes, neighborhood safety, transportation, costs, fragmented caregiver community
- Opportunities for improving quality caregiving: engage parents, access to safe places for children, education/training on child development, innovative ways to reach caregivers

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Partnership with local communities

- Learn directly from parents and informal caregivers about their needs: Lotus Bloom in Oakland, and Magnolia Community Initiative in Los Angeles
- Partnered with Further by Design, who specializes in innovation through collaboration, to work with the two communities
 - Bring together the informal care provider community through a workshop and begin a dialogue that help define the community's major challenges and design new approaches and potential solutions
 - Communities pilot one or more ideas that emerge from the workshop
 - Learn about the pilot and implications for scale

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Workshop at Magnolia Place

- 29 participants including parents, informal caregivers, and key stakeholders gathered in October 2014 to brainstorm and design potential solutions



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Workshop at Magnolia Place

Goals & Outcomes

- LEARN** | Learn from families and providers about their challenges.
- IDEATE** | Give parents and providers a chance to express what they care most about
- DESIGN** | Work with parents and providers to build an activity or idea so it works for them
- TRY** | Work with the community to try some of their best ideas

SECOND MUSE FURTHER

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Design Principles

- PARENTS, PROVIDERS & KIDS** | Our programs need to bring them together, for common understanding, more communication and better relationships.
- MEET PEOPLE WHERE THEY ARE** | We need to reach kids, parents and providers where they are. In their places, in their language, through their networks and recognizing their context.
- FUNDAMENTALS** | It may not be sexy, but sometimes we just need to provide more of the same, more conveniently located and better timed.

SECOND MUSE FURTHER

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Design Principles

- INVEST IN TRUST** | Transformation is experience based and highly relational. We need to invest in the people and organizations that the community trusts and recognize it will take patience to build our own trust in communities.
- COMMUNITY ASSETS** | Invest in assets that exist within the community, whether people, places or programs/events, and add educational components to them.

SECOND MUSE FURTHER

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Next steps

- Packard Foundation's grantmaking strategy on informal care
 - Disseminate informal care research findings
 - Continue to learn from local communities and the field
 - Develop framework and plan for testing scalable pilots in 2015-2016
- Community partners
 - Lotus Bloom in Oakland
 - Magnolia Community Initiative in Los Angeles



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PARTICIPATORY LEARNING AND STRATEGY DEVELOPMENT ON INFORMAL CAREGIVING

BACKGROUND

The Children, Families, and Communities (CFC) team at the David and Lucile Packard Foundation launched a new Early Learning strategy in 2014. One element of our strategy focuses on supporting **informal caregivers** in California, or the family, friends, and neighbors who care for young children. These individuals care for about 80 percent of children ages birth to two, and about 40 percent of children ages birth to five. Our goal is finding effective ways to support informal caregivers so that they can have quality interactions with the children in their care.

While the Packard Foundation has deep experience with supporting quality in formal center-based child care, we (and much of the early childhood funding community) have much less experience with supporting quality in informal settings. As a result, we designed a 9-month process to help us generate strategy ideas that are firmly grounded in research and tailored to the needs of California’s informal caregiving community.

THE RESEARCH

We started by learning about informal caregivers in California—who they are, what motivates them, what their typical days entail, the kinds of caregiving resources they want and need. We funded three research teams to help us answer these questions—Mathematica Policy Research, Concept Hatchery, and Further By Design. The teams approached this in different ways using diverse methods.

		
<p><i>Literature review</i> of recent national and California-specific research</p> <p><i>Discussions</i> with child care resource and referral agencies</p> <p><i>Key informant interviews</i> with state and county informal caregiver networks and initiatives</p> <p><i>Site visits</i> to community organizations that serve parents and caregivers</p>	<p><i>Ethnographic research</i> with sets of parents and their informal caregivers.</p> <p>The focus was on understanding the attitudes, beliefs, relationships, and interactions that affect <i>how</i> and <i>why</i> parents and caregivers make the decisions they do, rather than on <i>what</i> they do.</p>	<p><i>In-person interviews</i> with providers and community members connected to community-based centers serving parents and caregivers.</p> <p><i>Convening</i> with caregivers and community members to understand caregiver and parent needs and to identify solutions that can work for the community.</p>

We connected the three teams throughout the research process (by phone and in person) so that they could share plans, data, sources, and findings. This led to efficiencies in the research process and a richer set of collective findings.

After six months, we knew much more about informal caregivers in California, but our next challenge was turning that knowledge into fundable ideas for supporting quality care in informal settings. To do this, we decided to engage our researchers and our program team in a participatory “learning day” to help us turn our data into a concrete grantmaking strategy.

THE LEARNING DAY

Our Learning Day goal was to end with concrete ideas about possible “experiments” we might fund to support quality informal caregiving over the next two years. We framed this initial strategy phase as experimental because this area is new to us and we are not yet certain what will be effective. Our plan is to evaluate potential experiments as they are implemented so that we can adjust as we go and learn more about what does and does not work.

The Learning Day had 28 participants—the full CFC team, a Foundation Trustee, our CEO, our Director of Programs, researchers from all three teams, and several outside experts. Drawing on design thinking principles, we developed an agenda with three phases—downloading the research (2 hours), making sense of the data (2 hours), and generating ideas from it (3 hours).

Research Download

The day opened with each research team briefly presenting key findings in response to the question: *“What stood out for you in your research that can help us to better understand what drives the quality of informal caregiving in California?”* To ensure we all had some common context prior to arriving, we provided participants beforehand with a research synthesis of findings across the three teams. The in-person presentations built further on these findings.

Participants actively listened to each presentation and individually recorded themes and insights. Participants also had time for question-and-answer with researchers, allowing us to dig deeper in areas that seemed particularly important for our strategy.

Sensemaking

Next we broke into five small teams (5-6 people in each) where we continued to process the research and to synthesize what we had heard into specific problems or issues that could serve as the basis for later idea generation.

Example Research Themes

- There are two main types of informal caregivers—family members and non-family. Each has different motivations and caregiving “tracks”.
- The most common informal provider is a family member. The most common relative to provide care is the grandmother.
- Women from 30-50 make up the majority of this group.
- Not all providers receive payment, particularly family.
- Few informal care providers have formal training in early childhood.
- Caregivers tend not to proactively seek information on children’s development and on improving their caregiving.
- Parents are the main source of information for informal caregivers about care for children, activities, and caregiver resources.

Based on what they had just heard from the research, each team brainstormed opportunities to pursue or challenges to overcome in pursuing higher quality informal care. We then generated “How Might We...” (HMW) questions based on those opportunities or challenges. Example questions included:

- HMW leverage home visitation programs in California to support informal caregivers?
- HMW activate existing peer and family networks to support parents and informal providers?
- HMW better connect informal caregivers to formal provider networks?
- HMW create more demand among informal caregivers or parents for high quality care?

Teams then came together to share their questions and to cluster the questions into common themes (e.g., creating demand, developing networks, leveraging existing resources). Ultimately, each team picked one question to tackle during the day’s final idea generation phase.

Idea Generation

After picking a focus HMW question, each team generated ideas about how to answer it. Teams began by brainstorming and then narrowed to one idea that had the most promise. Teams then added detail and created a “microbrief” for their ideas that outlined:

- The need for the idea
- Its target audiences
- How the idea will improve quality of informal caregiving
- Whether it will produce near- or long-term results
- Useful partners to engage
- A visual storyboard of the idea (with 4 frames).



THE IDEAS

At the end of the day each team presented its idea to the full group and we voted on which we thought held the most promise.¹

Grandparents Treasure Box	Ready for Children, Ready for School	Declaration of Dependence	Companies for Kids	Leave it to Weavers
A learning enrichment kit for grandparents (that can be passed on to others), along with opportunities for caregiver socialization and connection.	A multifaceted place-based campaign that empowers informal caregivers and focuses on the importance of investing in young children.	A bill of rights for young children that identifies clearly what children need in order to succeed, along with resources for meeting those needs.	A plan for stores like Walmart to partner with family resource centers to offer one-stop child care materials and resources.	A cohort of “network weavers” who connect caregivers, deploy tools, and convene community around issues for kids ages birth to age 5.

NEXT STEPS

The Foundation is now using these ideas to help inform its grantmaking strategy. While the ideas during our one-day session may not be funded exactly as proposed, we are using a great deal from what the teams generated in terms of priority problems and opportunities, audiences, strategies, and partners.

¹ The Grandparents Treasure Box received the most votes.

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CREATIVE DESIGN TIME TO HELP YOUNG CHILDREN IN LOS ANGELES

Magnolia Place
1910 Magnolia Ave
Los Angeles, CA 90007

Tuesday 7th Tuesday 7th October, 2014
5:00pm - 8:30pm





PROJECT OVERVIEW

FURTHER by Design, Magnolia Place and the County of Los Angeles Office of Child Care have been working with the David and Lucile Packard Foundation to help the Foundation, and the wider early childhood education (ECE) community, better understand how to support informal care providers to provide high quality care.

To build this understanding, we have been working through a three part process aimed at enrolling providers, parents and thinkers from across the ECE system as designers; asking them to help us find the most pressing challenges and figuring out how best to engage communities to solve them. Each step of the project has brought in select participants from the community to help us learn, give them an opportunity to design and finally try out the best ideas. The three parts of the process are described below:

1. **RESEARCH & INTERVIEWS** - Understand who we want to include in this participatory research process and begin to learn from them through an informal interview process.
2. **COMMUNITY DESIGNING** - Bring together informal care providers and non-traditional community leaders to discuss their goals, identify challenges and think about potential solutions.
3. **SUPPORT THE BEST IDEAS** - Work with local community partners to identify the best ideas and begin testing them to see if they could be valuable solutions.

Ultimately, this project has helped the Packard Foundation and the targeted ECE communities we worked with gain insights into the needs of informal care providers and has allowed us to seed a select number of the most prominent ideas. Through the process, we were also able to strengthen a tremendous community of parents, providers and ECE stakeholders who are all trying to provide the best for young children in Los Angeles.

COMMUNITY DESIGN GOALS

Following a set of twenty interviews with parents, providers and ECE stakeholders in Los Angeles, FURTHER, Magnolia Place and the County of Los Angeles Office of Child Care convened a community design meeting to give providers and parents an opportunity to think about what would best help them provide high quality care for young children. The meeting was designed to build on information and insights from our previous interviews with two goals in mind:

- **UNDERSTANDING** - To learn from providers and parents about their interests, challenges and ways to help them provide high quality care.
- **IDEAS** - To find the best ideas and activities and give them an opportunity to help us understand how to make those ideas and activities happen.

At this meeting, participants came up with over 125 ideas, representing their interests across a range of activities from nutrition to professional development, and cooking classes to helping build community.



“I will do anything I can to help my community”

Sonia, Parent and Informal Caregiver

KEY THEMES

This highly engaged group of providers and parents generously gave their evening to help us learn about them, their challenges and their ideas. Throughout the discussion, we teased out a number of key themes that were consistent across the different challenges and ideas. We believe these themes should be applied in the design or evaluation of any activity or program, regardless of subject matter or audience.



THE CRITICAL NEXUS

Invest in Parent, Provider & Child Relationships

Rather than designing programs for providers, or children, or parents, we were advised that it is critical to design programs that build and reinforce relationships between all three stakeholder groups so their activities and approaches support each other.



PROGRAM CHARACTERISTICS

Find Times that Work

We were told that even if programs do exist, providers and parents struggled to come to workshops because they were usually held during work hours. Parents and providers asked us to try to make programs more accessible by alternating times and days, while also maintaining scheduling consistency.

Meet People Where They Are

Providers and parents told us that physically getting to venues that offer programs may also be a challenge, especially if the venues are far away or if parents and providers don't have access to transportation. They recommended exploring models that equipped parents and providers to bring what they've learned out into their communities.

Custom Programs

We were advised that there is a need for sensitivity on program design, taking into account key factors like different age groups, different language abilities, and changing combinations of providers, parents and children. This means activities designed for grandparent providers will focus on different tools, skills and experiences that those designed for teens.

Back to the Basics

We were repeatedly asked for programs that support parents and providers in developing fundamental skills like language, computer, medical, nutrition and financial literacy as a means to provide higher quality care for children. Providers recognized that these programs already existed, but requested more of them, more conveniently located and better timed.



PROVIDER SUPPORT & COMMUNICATION

Always Build Community

We were told that activities should always attempt to build community; whether through workshops or birthdays, or by including other parents and providers in every activity. By bringing together communities of new and experienced parents with providers, programs build critical support and communication links.

Make Information Easy to Find and Easy to Share

We found that resources and programs already exist, but providers and parents don't know about them. Information about resources and programs should be easily understandable, in multiple languages, and sharable. Whether physical, verbal or digital, the ability to share information helps providers communicate with each other and with the parents with whom they work. Providers also wanted to be able to share their own experiences and ideas.



MEETING FORMAT

The team aimed to keep the meeting fun, open and aspirational. Many of the providers' older children stayed in the room with us, doing homework, eating and in some cases, participating in the meeting. Younger children cared for by Magnolia Place's best providers in a room across the hall.

The day was organized around three activities:

- **MAPPING** - A short activity designed to build a map of where people were from, where they took their children to learn and play and where they found information and community.
- **COMMUNITY IDEAS** - Starting off in small groups, participants wrote down ideas, activities, interest areas and anything that they thought would help them take care of their kids better. Participants then discussed ideas as a group, placed them in appropriate categories (community, health, education and informational workshops), or created new categories if none existed. Finally each group shared their thoughts, ideas and activities with the broader group, providing a chance for others to learn and contribute.
- **IDEA AND ACTIVITY BUILD** - After a break for participants to check on their kids, they all took a look at the ideas for each category and stood by the ideas or category that they were most interested in. We then led each self-selected group through an exercise that asked them to take the ideas they were most interested in and develop them further by adding information that would make each idea or activity helpful for them, their families and communities.

Each activity was planned to introduce the participants slowly to each other, starting out with small group activities and broadening discussions by sharing what each group found with the larger group.

As the participants arrived a little late, the team made a decision to focus on giving the participants as much time as possible to build out the ideas they liked the most, rather than divert time to sharing ideas they thought would be the most helpful with the entire group. In lieu of sharing their ideas, we asked participants to follow up with Alma Rivas (who regularly works with these providers, helped convene the meeting, and would be responsible for follow up activities), and share the ideas they were most passionate about and what they could do to help turn those ideas into reality.



CREATIVE IDEAS FROM THE COMMUNITY

During the evening's first group activity, we asked teams of participants to come up with ideas for activities to help them provide better care for the children in their community, this exercise resulted in over 125 ideas.

During the second group activity, participants were then asked to select the activities that interested them most. Based on where their selections, the group broke into three groups to discuss the categories they wanted to design activities for:

Health & Exercise

Information & Educational Activities for Parents & Kids

Developing Community & Career Pathways for Providers



This next section captures the ideas that each of the three groups decided to focus on. While the ideas themselves are inspirational and could evolve into programs with a little more thought and effort, they also reflect the key themes outlined above. These key themes point to broader trends that might inform program design and evaluation, regardless of the subject matter.



Health & Exercise



UNDERSTANDING THE OPPORTUNITY

From the 48 ideas focusing on health and exercise that surfaced from the first activity, the group highlighted five areas of importance:

1. NUTRITION & COOKING

Nutrition and cooking classes that teach providers to read labels, cook healthy foods, understand various allergies and manage portion control.

2. COMMUNITY EXERCISE

Exercise for providers, parents and children so everyone involved is being prompted to help kids live an active life.

3. STRESS RELIEF

Exercises and activities targeted to help providers and parents stay calm and better manage themselves when dealing with children.

4. EMERGENCY PREPAREDNESS

Classes and training on CPR, first aid and other medical responses to help children in emergency situations.





THE IDEA

During the discussion, the group recognized that they all shared a passion, and saw a need for educational support in healthy food selection and preparation. Rather than think individually about each opportunity area, we decided to focus the group discussion on designing a program to help parents, providers and involved kids to learn about how food and cooking choices affect their health.

FOOD PARTIES - Hosted Cooking Classes; Modeling after Tupperware Parties or Avon/Mary Kay

The group suggested wrapping various nutrition and cooking classes into one activity that could bring parents and providers together, thinking that something similar to a Tupperware party or Avon/Mary Kay model might work in their communities. This model would solve two key challenges by bringing educational experiences out into the community, while building bonds between providers and parents. To make this work, participants outlined 6 key steps:

1. **TRAINING** - Training for providers and/or parents at an accessible time at Magnolia Place or other training center, with the expectation that the participants would then host one or more “Food Parties” in their own communities.
2. **SUPPORT** - Resources, including information, tools and food to support participants to host these parties in their communities.
3. **CHAMPIONS** - A volunteer, from outside of the community, to come to the party as a way to get people excited to participate.
4. **VENUES** - Identifying places to host parties, whether people’s homes, restaurants, schools, churches or other appropriate places.
5. **HAVE FUN** - Getting friends, providers and parents to participate, learn and have fun together while they learn about key nutritional issues for their kids.
6. **SHARABLE INFORMATION** - Providing participants with information about what they learned, and making sure they understand how they can get involved, apply to host future parties and spread the word.



KEY THEMES

The group highlighted six key themes they thought would be important to consider when designing this or other similar programs.

- **WHO & WHAT** - It will be important to understand who would be involved, who would benefit from the program, and what it would focus on.
 - **Involve Everyone** - While the focus of these courses will ultimately benefit the children, everyone highlighted the need to educate both providers and parents together, so they had the same goals and approaches.
 - » Nutrition - Classes to understand nutritional information and nutritional requirements, whether health-related, such as allergies, or parent requested.
 - » Cooking - Cooking classes to understand how to prepare healthy foods and provide healthy portion sizes.
- **TIME & CADENCE** - The participants also recognized that classes exist, but they are often during working hours. They suggested:
 - Classes during evenings or weekends.
 - Once a week for classes, but alternating times and days.
 - Hosting events, workshops and parties in the community once every month or two.
 - Keeping a regular schedule that people can rely on and plan for.
- **LOCATIONS & PLACES** - Participants suggested that it might be easier to get people to participate if classes were hosted where parents and providers already are, rather than requiring them to leave their neighborhoods.
 - Other places could include: Local churches, restaurants, parks, schools or other Children’s Bureaus.



Information And Educational Activities For Parents And Kids

- **INFORMATION & COMMUNITY HEROES** - The best communication tool providers could think of to engage with communities was empowering targeted people with attractive, simple and sharable information in different languages to go out into the community to demonstrate and talk about different cooking techniques, sharing information and getting people excited.
- **COMMUNITY & PARTIES** - To build community, involve parents and other providers by actually bringing learning out to the places where people live. We discussed the idea of hosting parties at locations in the community, whether people's homes, a friendly restaurant or at other places with large kitchens. This is a social way to get people to work and learn together, is accessible and might help relieve some of the stress of everyday life.
- **INCENTIVES & SUPPORT** - To get people involved and excited, we also discussed potential incentives and different resources that could make this happen.
 - » Healthy Food - Helping the host by providing resources to purchase healthy food or get it donated.
 - » Training - To make the information more useful, participants talked about making the training more accessible, so they can actually participate and talk knowledgeably about the food and the techniques they are introducing.
- **Inspiration** - To get people excited, they talked about getting people from outside their neighborhoods to help and participate. Sometimes the providers are ignored, but by bringing people from Magnolia Place, perhaps a restaurant owner, a cook, or famous person might be a good attraction to get people to come.

When participants began discussing and clustering around their favorite ideas, many of them expressed interest in educational experiences and information for both parents and kids. We decided to cluster the two groups to have a rich discussion together.



UNDERSTANDING THE OPPORTUNITY

Rather than jump into a brainstorm to build up the best ideas, the discussion started by investing time in really understanding the challenge. Discussions highlighted two important points:

1. THE EDUCATION CASCADE

There was a wide-ranging discussion on the idea that different types of information will percolate through the community easier than others, depending on the source of the information and who carries the message. Sometimes the information comes best from a provider, sometimes the parent and sometimes the child. We were told that correctly identifying the appropriate source and messenger for specific pieces of information can seriously reduce the work required to get an idea out into the community.

2. TARGETED PROGRAM DESIGN

We were advised that there was a need for sensitivity on programmatic design for key factors such as different age groups, different language abilities and changing combinations of providers, parents and children. It was also noted that people who have come from other countries as parents or providers, often do not have a real cultural context on what good care looks like here in the US.

“Being a grandparent is not generic, it is specific. I have needs and abilities that are different”



THE IDEAS

Once the group had a common understanding of the challenges they were working with, they began identifying and building on two ideas they felt would help parents and their children the most.



1. FOR THE KIDS - Comprehensive Arts Experiences as Foundations for Educational Activities

The core arts idea was initiated by a group of three providers who were keen to see more art classes for parents, kids and providers. As the discussion gained momentum, ideas were added to the core concept of using art as a medium or an experience base for other educational activities. Suggestions ranged from developing fine motor skills, to working with recycled goods, food or seeds to create paintings.

As the table explored, it was suggested that the best teachers would be recruited from the community itself, and the idea of a 'community curriculum' emerged. This curriculum would reflect whatever skills the community could volunteer to teach during the art classes; whether incorporating classes on 'making', tool use, welding, photography or a set of practical skills that could be applied to the arts.

The last element was the idea of developing a participatory arc, which would begin with arts and making in classes, and culminate with celebratory events, possibly a parade where kids, parents and providers move through the community with their mobile arts on display.



2. FOR THE PARENTS - Computer Literacy, Access & Ownership

At the end of our discussion two of the participants again raised the computer literacy issue. They asserted that without computer access and literacy, parents and providers will never be able to find the information or programs to help their children. We discussed several public-private partnership options, such as a mobile computer lab, and other programs that offered computer lending services that lead to ownership.



KEY THEMES

Throughout the discussion, participants kept coming back to a set of key activities that would really support them. Many of these activities did not seem revolutionary, but highlighted a foundational need for more classes that focus on basic needs, more conveniently located and better timed. We heard requests for the same ideas over and over, not because they lacked imagination but because providers and parents needed to build the basics before advancing on to other issues:

- English language
- Computer competency
- Medical literacy
- Financial literacy
- Nutritional literacy
- Access to safe outdoor places

In addition to reinforcing the basics, the group also highlighted a few key themes that should be used to help design any idea, regardless of the content:

- **EXISTING CAPACITY** - Communities have passionate parents and providers, often with employable time. We were advised to view them as a resource, by offering training and engaging them as capacity to amplify programs.
- **EXISTING KNOWLEDGE** - Some providers are already deeply knowledgeable and able to navigate to resources in the community. We were advised to recognize them as assets and engage them to help others.
- **SPECIFIC SOLUTIONS** - Solutions will need to be age specific and target distinct populations of providers. Participants made clear that what a 17 year-old parent and provider needs will be very different to the needs of a 70 year-old.



Developing Community & Career Pathways For Providers

Growing and developing as a care provider is dependent on having access to a community that provides support, and the ability to gain skills and potentially certifications. Building individuals' capacity includes looking at basic building blocks, such as language and safety classes, in addition to more ambitious training, that help a provider professionalize or specialize. An important part of this 'pathway' starts by recognizing what providers are currently doing, so they can feel valued and become better at their jobs, especially those that are unlicensed. The following are two different ideas that the groups identified and wanted to explore further:

1. PROVIDER PATHWAYS - Career Development, Recognizing Skills and Experiences, not just Certifications

Currently licensed care providers and centers are included in a database that has a record of their accreditation and types of care services they provided, but it doesn't include any qualitative data such as the experience of the children and parents whose child they care for. Informal care providers are not included in these databases and do not have a similar way to capture, track and articulate their skills and experiences. Being able to integrate with this database, or have one designed for informal care providers so they can track and share this information could help providers learn about new opportunities and help them set their own path that could lead into a more professional career.



UNDERSTANDING THE OPPORTUNITY

- **SKILL ARTICULATION** - Understand providers' current skills, experiences and certifications and help them understand what else they can do to improve the quality of care they provide.
- **EXPERIENCE REVIEW** - Enable others to provide specific information about the provider and their expertise areas.
- **PATHWAYS** - Help providers understand the next steps to raise their income potential and whether they want to explore care as a career.
- **SPECIALIZATION** - Support providers in understanding and communicating the type of care they are able to or want to provide.
- **REFERRALS** - Aid in referrals from other parents, providers and ECE stakeholders to income generating opportunities.



THE IDEA

- **PROVIDER DATABASE** - A "database" for unlicensed providers that could be online or in a physical form, and tracks not only classes providers have taken and any certifications they've earned, but also areas of expertise, feedback/"reviews" from parents and trainers in the form of some type of endorsement. This could be something similar to Yelp or Caregiver.com.



KEY THEMES

- **BLENDED INFORMATION** - The databased needs to include "traditional" information that tracks certifications and licenses, as well as "non-traditional" information, whether a healthy snack that has been a hit with children or creative arts and crafts experiences, allowing potential hirers to see their personality and caregiving experience.
- **ACCESSIBILITY** - The database needs to be available in a format accessible to the provider, parents and other potential decision makers, whether online and offline.
- **PRIVACY** - The database needs to safeguard the privacy and security of the information collected and the individuals involved.

2. “BUILDING BLOCK” CLASSES - Fundamental Classes that Help Parents and Providers Help Themselves, in Addition to their Children

When it comes to supporting providers, participants explored how to provide opportunities to learn and grow, by building on the skills and experiences they already have. This critical resource could open the door to more income generating opportunities for providers.



UNDERSTANDING THE OPPORTUNITY

- **FOUNDATIONS** - Foundational classes like in English, computers, GED, CPR etc. are necessary to not only help them become better care providers, but also help them connect better with the parents of the children they are caring for, and even with their own families.
- **ENGLISH FOR PROVIDERS** - Mastery and comfort in English, leads to more opportunities and a better ability to discuss appropriate care and compensation for providers' services.
- **ENGLISH FOR PARENTS** - Having a better command of English, allows parents to be a better advocate for their own children, especially at school and with providers.
- **COMPUTER LITERACY** - Similarly, having a better understanding and comfort with computers, allows parents and providers to guide their child and access programming, resources and tools for the children they care for.



THE IDEA

- **JOINT INSTRUCTION** - Participants recommended combining classes that reinforce each other, such as English and computers, or English and safety.
- **COMMUNITY LED** - These classes could also be community led, taught by instructors who may also be care providers and have already taken the course, or have that skill-set.
- **RESOURCE REWARDS** - Once these classes are completed, a lending or trading system for cribs, toys and other needed resources, could help the provider be more effective. Similarly, access to free smoke alarms, extinguishers and CO2 monitors, to translate safety lessons into action.



KEY THEMES

- **ACCESSIBLE TIMING** - Again, classes need to be accessible, whether during the evening, or by providing child care if they are during working hours.
- **COMMUNITY INSTRUCTORS** - Look for opportunities to include community members as instructors or contributors in the learning journey.
- **ACCESSIBLE LOCATIONS** - Classes need to be at a centralized place, such as Magnolia Place and/or transportation vouchers need to be provided to help providers and parents attend.
- **MODEL BEST TEACHING PRACTICES** - Use every opportunity to teach and learn when interacting with providers, but also share teaching principles with providers and parents, as they think about ways to work with the kids they are caring for and their own.



IDEAS SURFACED

As mentioned above, the evening's first group activity focused on helping the participants come up with ideas and activities that would be interesting and helpful for providers, parents or kids. These activities could be things that they already do but would like to see more of, activities that were helpful but may not be available any more, or completely new activities that would be fun, informational and/or valuable.

Based on the information we gathered from preparatory interviews, we provided four general categories of ideas (health & exercise, parent information & education, educational activities for kids and community & careers for providers), and encouraged participants to come up with different categories if an idea didn't fit within an existing category.



HEALTH



INFORMATION
AND EDUCATION



COMMUNITY

IDEA MAP

0 Number indicates the number of parents that had similar ideas

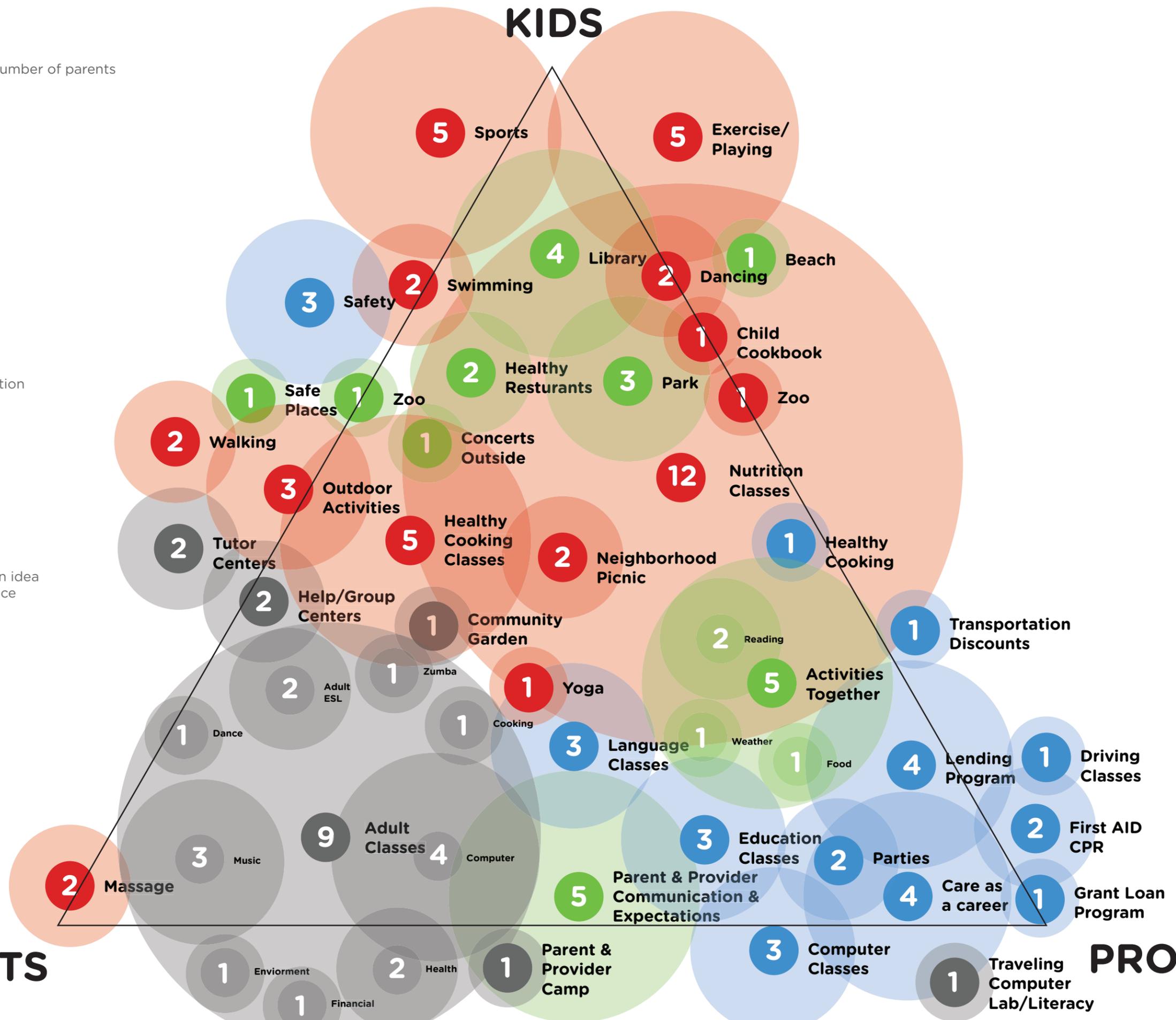
Green indicates Educational Activities For Kids

Red indicates Health & Exercise

Gray indicates Information And Education For Parents

Blue indicates Community And Careers For Providers

Circle Within a Circle Indicates sub ideas in an idea
Ex: Adult Classes > Dance





MAP OF WHAT EXISTS IN LOS ANGELES

As participants arrived, they were welcomed with dinner and a visual activity that aimed at establishing a common understanding of where participants were from, where they took their children to play, and where they turned to for information. We asked them to write down anything they thought of on a small piece of paper, and then stick each paper up on a map of Los Angeles. While many participants arrived too late to complete the activity, we began a visual map of child care resources in Los Angeles that Magnolia Place may continue to build upon during subsequent meetings.

DESIGN PARTICIPANTS FOR LOS ANGELES

The meeting included 29 people in total, primarily providers (many of whom were also parents), ECE stakeholders from various government departments (some of whom were also parents), two hosts from Magnolia Place, a representative from the David and Lucile Packard Foundation and the FURTHER by Design team.

PARENTS & PROVIDERS – Claudia, Carlos, Emilia, Aida, Salustia, Minermina, Salome, Delmy, Irma, Eulalia, Diana, Sonia, Liliana, Brenda, Denise, Laura, Stephanie

LA STAKEHOLDERS – Faith (First 5 LA), Nurhan, Michael, Nora, Nadia (all from DPSS)

PACKARD FOUNDATION - Bernadette

MAGNOLIA PLACE – Gia, Betty

COUNTY LOS ANGELES OFFICE OF CHILD CARE - Kathy

FURTHER BY DESIGN – Jeff, Roxann, Jeremy



HEALTH & EXERCISE

NUTRITION

- Child cookbook
- Healthy Cooking classes x3
- Nutrition classes x10
- Learning alternative ways to prepare meals – like using steaming vs. oils and frying
- Understanding portion sizes to give kids the right amount of food
- Cooking and making shapes with fruits
- Advocates for healthy meals with children
- Healthy options at restaurants
- Diabetes and obesity awareness for the entire community x2
- Learn how to read food labels x3
- Neighborhood picnics/luncheons x2

HEALTH

- Provide sex education classes to the older kids and youth
- Dental
- Health care for kids
- Learn more about hygiene for kids they care for
- Protect children from diseases

EXERCISE

- Health and safety classes
- More parks or places where children can play
- Zoo
- Let children be free outside instead of using technology
- Safe outdoor places
- Exercise x3
 - Walking x4
 - Yoga x2
- Wellness and Stress Relief x2
 - Massage x3
 - Mediation
- Nature painting
- Sports x2
- Swimming x2
- Tennis
- Football
- Baseball
- Access to performing arts x2
- Dance x2
- Music
- Ballet



COMMUNITY AND CAREERS FOR PROVIDERS

COMMUNITY

- First Baby Parties
- Opportunities to connect with other providers and connect to other network in early childhood development
- Free/reduced fare transportation fare to permit providers to go on field trips with children
- More police patrols in the area because people have to go to work at 4am or 5am and there have been incidents
- Parent, provider and kid walks

EDUCATION

- Language classes x3
 - English
 - Sign language
- Computer education x3
- Nutrition/healthy food preparation in ways children would like
- Drivers' Education
- Inform parents about their child's safety
- Classes for mathematics and counting objects
- Information on becoming a licensed childcare provider
- Information on becoming a licensed nurse for babies
- Workshops for providers ex. FFN
- Music/Arts instruction
- Support in finishing your GED and/or high school

RESOURCES

- First Aid and CPR training x2
- Sharing opportunities
- Free cots and cribs and access to child-size furniture
- A place or way to share toys, equipment, resources among providers. Similar to a lending library, especially as children get older
- Support for caregiver – could be grants for toys or resources and information to share with parents – Toy Libraries
- Grant/loan program to allow providers to obtain business needs
- Free smoke alarms and support for purchasing fire extinguishers, smoke alarms and CO2 monitors
- Resources for low income people to help find work



INFORMATION AND EDUCATION

FOR PARENTS

- English classes x2
- Parent and provider camp
- Technology training x3
- Van with computers to travel and provide literacy and computer lab
- Health literacy classes for adults - “how do talk to a doctor”
- Cooking classes for healthy food
- More community gardens for growing food
- More music classes x2
- A place for classes in traditional dance and ballet
- Zumba classes
- Planetary care classes - i.e. environment
- Help groups and centers for parents and providers x2
- Tutors for science and mathematics x2
- Same class or training for both providers and parents so that they are on the same page with caring for the child
- Financial literacy classes for kids and adults
- Schools are limiting the involvement of parents and at the same time many parents aren't able to be as involved as they would like
- Access to smoke alarms, cribs, cots and other materials

FOR KIDS

CULTURE AND LANGUAGE

- Cultural activities - specifically cultural heritage, roots, cultural preservation x2
- Spanish classes
- Programs to learn other languages like Sign Language for babies
- English classes for providers, parents and kids to improve communication x2
- Reading parties x3

EDUCATION, ARTS AND MUSIC

- Think about how we get kids to play less with electronic games
- They need to do art and things with their hands
- New parent child classes
- Art classes x4
- Art classes for parents and kids to show how to work with your kids
- Make things with recycled goods
- Music classes x2
- Instrument classes - guitar, violin, etc.
- Weather parties
- Make the toy loan program more accessible

HEALTH AND EXERCISE

- Cooking classes and parties w/ kids x3
- Learning colors and how to count with food
- Nutritional food for kids
- Health food restaurants for kids
- Understanding health values of food for kids
- Places for sports like football, baseball, ballet & karate x2
- Playing with kids
- Safe places to play outside
- Educational games, software/ consoles plugged into TV instead of watching TV
- Field Trips to:
 - Library x4
 - Zoo
 - Park x2
 - Beach
 - Concerts



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