



Agenda

September 14, 2016 ♦ 10:00 a.m. to Noon
 Hahn Hall of Administration ♦ Conference Room 743
 500 W. Temple Street ♦ Los Angeles

| Time | Agenda Item | Lead |
|-------|---|--|
| 10:00 | 1. Welcome and Introductions a. Comments from the Chair/Vice-chair b. Review of July Minutes Action Item | Sharoni Little Chair Terry Ogawa Vice-Chair |
| 10:05 | 2. July Retreat Debrief – Retreat Highlights | Sharoni Little Terry Ogawa |
| 10:15 | 3. Office of Child Care Update | Harvey Kawasaki |
| 10:30 | 4. Health and Mental Health Equity a. How do early childhood and health disparities help define and frame the work of the Policy Roundtable? | Dr. Robert Gilchick |
| 10:45 | 5. Child Care Planning Committee Update – Needs Assessment a. What do the preliminary findings of the needs assessment suggest? b. How does the data drive the work of the Roundtable? c. What policy issues and/or additional questions does the data begin to raise? | Sarah Soriano Michele Sartell |
| 11:35 | 6. Public Policy Update a. Approval of the Public Policy Platform – First Year of 2017-18 Legislative Agenda Action Item b. Status of pending state legislation from 2016 | Dean Tagawa Michele Sartell |
| 11:45 | 7. Next Steps | Sharoni Little Terry Ogawa |
| 11:55 | 8. Announcements and Public Comments | Members & Guests |
| 12:00 | 9. 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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Annual Retreat Meeting Minutes - July 13, 2016

1. Call to Order and Announcements from the Chair

Chair Sharoni Little opened the retreat of the Policy Roundtable for Child Care and Development (Roundtable) at 9:11 a.m. with self-introductions. She commented on the plan for the day to engage in conversation and strategic thinking. To begin the meeting, Dr. Little led an exercise to identify commonalities among meeting participants.

2. Approval of Meeting Minutes – June 8, 2016

Corrections to the minutes were offered by Ms. Keesha Woods to accurately reflect Ms. Debi Anderson's comments during the discussion of the Governor's budget proposal and the response from the legislature. Ms. Sarah Soriano also offered a correction in the same section.

Dr. Jennifer Hottenroth made a motion to approve the minutes as corrected; Ms. Soriano seconded the motion. The minutes were approved with Ms. Terri Nishimura and Mr. Nurhan Pirim abstaining.

3. Election of Officers

Ms. Jackie Majors presented the leadership slate on behalf of the Nominating Committee, proposing Dr. Little and Ms. Terry Ogawa to continue for another term as Chair and Vice Chair respectively. Ms. Majors requested nominations from the floor; none were offered.

Ms. Terri Nishimura made a motion to accept the leadership slate with Dr. Little as Chair and Ms. Ogawa as Vice Chair; Mr. Boris Villacorta seconded the motion. The motion passed unanimously.

Dr. Little thanked the members for their confidence in the leadership, commenting that she and Terry see their roles more as facilitators and the members as making things happen.

4. Public Policy Landscape

Mr. Dean Tagawa, as Chair on behalf of the Joint Committee on Legislation (Joint Committee), reported on the final budget approved by the Governor and reflects negotiations among the legislative leadership. He noted that this is the first time since 1982 that the Governor has approved the budget without line item vetoes.

In brief, the budget reflects the diligent efforts of the California Women's Legislative Caucus and early care and education stakeholders across the state by significantly investing in reimbursement rates, adding preschool spaces, and prioritizing quality. This represents a big win, considering the Governor's continued efforts to reform and localize early care and education services; in this budget cycle, the Governor had proposed consolidating funding for state preschool and transitional kindergarten into a block grant with funding going to local education agencies.



Mr. Tagawa referred members and guests to their meeting packets for a budget summary detailing the child care and development items and drew their attention to a couple of things. The raise in reimbursement rates becomes effective January 1, 2017 while the increase in full-day preschool spaces will occur beginning March 1, 2017 and continue over the next four years. Also notable is the funding for increasing preschool spaces. According to budget language, the funding will be targeted to Local Education Agencies (e.g. school districts). A curiosity is whether the Request for Application will allow for involvement of non-LEAs in the expansion of these spaces.

In addition, Mr. Tagawa suggested tracking a couple of items, one of which is included in the budget language and another, while not making it into the budget, was among the discussions that is continuing to receive traction. Budget language requires the California Department of Education to develop and submit an amended quality funding expenditure plan to the state's Child Care and Development Block Grant State Plan by March 1, 2017. The plan is to prioritize activities that support the Quality Rating and Improvement System (QRIS); and maintain funding for the resource and referral, local planning councils, and licensing enforcement. Although not making it into the budget, Speaker Rendon has proposed, using his discretionary funds to convene a Blue Ribbon Commission on Early Care and Education comprised of state leaders and early care and education experts from across the state to develop an action plan for providing and improving high quality early care and education services for children from birth to five.

On the legislative front, this has been a rather light year as many of the bigger items were taken up in budget negotiations. Briefly, the Office of Child Care on behalf of the Roundtable is continuing to work with Legislative Affairs on the recommendation that the Board pursue a position of support on AB 2150 (Santiago and Weber), which would provide 12 months of continuous eligibility. The bill is to be heard in Senate Appropriations on August 1st, when the legislature reconvenes from its summer recess. Ms. Michele Sartell, staff with the Office of Child Care and to the Joint Committee suggested that the membership as it thinks about its role consider strategies for prioritizing and bringing policy items more expeditiously to the attention of the Board of Supervisors.

5. Chief Executive Office's (CEO) Assessment of the Office of Child Care

Mr. Harvey Kawasaki, Acting Manager of the Service Integration Branch and Acting Director of the Office of Child Care, reported that when he was brought on board effective March 2, 2016, one of his charges was to examine the Service Integration Branch and the Office of Child Care as a whole. Simultaneously, Mr. Duane Dennis was hired as a consultant to assess the Office of Child Care. Mr. Kawasaki prefaced his comments as not completely reflective of the report, yet containing elements of it. Mr. Kawasaki noted the history of the Office of Child Care that started with a focus on child care support for County employees to eventually addressing the quality of child care and development services to County residents. Under the direction of the Board of Supervisors for the Chief Executive Office to reorganize itself to become more strategically directed and not a provider of direct services, so will the Office of Child Care be required to align its work.

As such, the Office of Child Care will relinquish its direct service driven responsibilities through its work on the QRIS. Currently, the Office of Child Care conducts recruitment of programs, orientations for new participants, and facilitates the ratings through a contract with UCLA Center

for Improving Child Care Quality. Recently, a decision was made to cede those responsibilities currently occurring as part of the California State Preschool Program (CSPP) QRIS Block Grant contract to the Los Angeles County Office of Education (LACOE) – which is administering the contract – effective December 31, 2016. This also means that the Office of Child Care will not be participating in implementation activities for Year 3 of the CSPP QRIS Block Grant.

While the Office of Child Care will not participate in the direct implementation of QRIS work, it will continue to serve among other leaders in strategic endeavors to shape the system using data and research. In addition, Mr. Kawasaki envisions the Office of Child Care as becoming more strategic in carrying information and messages to the Board of Supervisors. He proposes, for example, taking advantage of opportunities to go deeper with the Board Deputies at Cluster meetings to discuss what the data means to their districts and to the County. Mr. Kawasaki talked about the restructuring of the Office of Child Care to become more data, policy and performance driven. He added a desire to support the work with other Service Integration Branch sections that are responsible for research and evaluation and technology and the use of technology to gather data.

Reflecting on the report prepared by Mr. Dennis, Mr. Kawasaki noted the historical perspective it provides on the evolution of the Child Care Planning Committee (Planning Committee) and Roundtable. Given the direction for the Office of Child Care as part of the overall restructuring of the Chief Executive Office, there is an opportunity to consider the role and structure of these two bodies and a potential reconfiguration. He added the need to hire a new leader for the Office of Child Care, one with technical expertise and the ability to think strategically rather than one focused on management.

Discussion

Members were encouraged by Mr. Kawasaki's comments to learn of the Chief Executive Office's commitment to early care and education and agree with this being the time to re-examine the Office of Child Care and the two bodies it staffs. In addition, there was consensus among those who spoke to enhancing the reports provided to the Board of Supervisors and their Deputies. Ms. Keesha Woods replied to the transition underway on the QRIS work as sound and looks forward to the Office of Child Care as an ongoing key partner in the consortium.

6. Roundtable Discussion – Reaffirming Our Mission and Goals

Dr. Little read the mission statement, emphasizing the charge and mandate. She noted that members and guests have asked about what makes the Roundtable distinct, in particular in relationship to the Planning Committee. She asked seasoned members to provide a historical perspective including the Roundtable's original purpose.

Dr. Jacquelyn McCroskey launched the conversation by relaying the original focus in the 1980s on employee child care centers. An advisory committee was established and eventually responded to the Board of Supervisors charge to improve cross-department work. The Roundtable was established with members represented by both County departments and organizations with child care and development expertise. Ms. Ogawa added to the history by acknowledging the role of the federal Child Care and Development Block Grant funding to states in the 1990s. California decided each county needed to identify priorities for child care and development funding, which eventually evolved into funding for the local child care and development planning councils to handle this task. Ms. Vivian Weinstein was mentioned as a

notable force for the development of the Roundtable as a body with County department and organizational representation around the table to impact strategic thinking and shape policy.

Members and guests agreed that it is time to take a step back and discuss the charge of the Roundtable. A couple of members discussed the nexus between the Roundtable and the Planning Committee given the composition of each group. Members of the Planning Committee are often the folks working directly with children and their families and as such are in a good position to bring issues and proposals for consideration by the Roundtable that could result in policy recommendations and advocacy. Questions of communication between the two bodies were raised.

It was noted that when the Roundtable was formed, the First 5 Commissions had not yet been established. As such, the Roundtable was the venue to bring issues pertaining to young children and their families to the attention of the Board of Supervisors. The formation of the First 5 LA Commission provided a new opportunity to elevate the issues of young children and their families to the Board of Supervisors, particularly given that each Board member cycles through as Chair of the Commission. Another notable change is the institution of a Children's Deputy in each of the Board offices. A question for consideration is how the Roundtable strengthens its partnership with First 5 LA.

Members also commented on the shift of focus by the Roundtable to the development of the first quality rating and improvement system (e.g. Steps to Excellence Project (STEP)), which led to a service delivery rather than a policy focus. On the other hand, some members saw a lack of follow through on important issues raised to their attention. A question was raised on whether the Roundtable is reacting or does it have a pulse on emerging issues; "are we a leader or are we jumping on when others are already taking the lead?" Also asked was how does the Roundtable effectively obtain the ears of the Board.

The work on the Child Care Bridge Fund for Foster Children was raised as an example of County government taking the lead and a Supervisor engaging with legislative leadership in Sacramento. County government has a unique perspective to bring to the conversation and a role in getting in front of an issue.

Mr. Kawasaki then asked, aside from meeting mandates, "when was the last time there was a Board motion that addressed early care and education?"

Dr. Little provided the framework for the small group discussions by asking the following questions:

- What is our distinctive role and mission? Future?
- How should we assess and evaluate our outcomes/accomplishments?
- Should the Roundtable and Planning Committee merge? If not what are/should be their distinctive roles?
- What makes us relevant?
- What are our leverage points?

Group 1

- Leverage and relevance: Power of the Board of Supervisors, on the ground experience of practitioners and luxury of being Los Angeles County specific
- The Roundtable needs to have an action orientation

- Policies must be research-based...the Governor responds to research
- Potentially combine both bodies; Planning Committee is mandated and may increase attendance

Group 2

- Clear definition needed; different impressions of roles depending on affiliation
- Agree that there are lots of opportunities from ground level conversation – how do you define quality?
- Suggested aligning the two bodies work and combining resources
- More clarity needed on reaching the Board of Supervisors

Group 3

- The structure needs to be reworked to combine the strengths of both bodies
- Defining roles for this combination of effort ensures efficient utilization of resources
- Aligning policy agenda to and through the Board of Supervisors, aligned with key institutions who have policy resources (e.g. First 5 LA)
- Issues preventing us from maximizing the use of resources need to be addressed directly

Group 4

- Who we are: inform the Board of Supervisors on policies and identify opportunities for advocacy
- Advisory capacity: secure the Board Deputies attendance at the meetings
- Challenge of combining: one has state mandates; folks working on the group v policy makers
- Leverage points: diversity of membership
- Duplication of services with First 5 LA: need to define differences
- Planning Committee as focus on state driven issues: look at data, gaps and trends; Roundtable as place for interpretation
- First 5 LA: both the Roundtable and First 5 are County committees, First 5 with three to four County departments at the table and Roundtable with Board of Supervisor appointees; need clear role definition

Group 5

- Lots of questions and a couple of thoughts
- How does the Roundtable better connect the dots with the Planning Committee? Is there a mechanism for the Planning Committee to bring issues to the Roundtable and then the Board of Supervisors?
- How to avoid duplication with other groups; could the Roundtable serve as a master coalition with representatives from various bodies to facilitate coordination?
- How strengthen communication with the Board of Supervisors
- How move the Roundtable on consistent messages pertaining to early care and education issues

Group 6

Two main questions – relevancy and advantages

- Communication with the Board of Supervisors: need a strategy for better connections
- In-depth critical conversations, for example of foster youth; lots of meaty conversations have occurred at the Roundtable

- Recommendation: keep the two bodies separate; Planning Committee has specific mandates; need a policy focus at the Roundtable level
- Strategies for moving forward: presentations with recommendations; what are the limitations?
- Intentional focus: have one year long agenda and build upon at monthly meetings; clear pivot with well-defined recommendations that move into action

7. Impact of Early Care and Education on Vulnerable Children and Youth

Dr. Little referred retreat participants to their packets for the bio on Dr. Tyrone Howard of Graduate School of Education & Information Studies at UCLA as she introduced him. Dr. Howard began his presentation by reflecting on his experience as a former classroom teacher, which provided the foundation for his research focused on education and access through a lens of equity. He mentioned that schools are less informed about trauma and the impact of trauma and sees his role as helping large systems become more informed about how trauma can impact their practice. Dr. Howard added his particular interest in vulnerable populations that include children of low-income families, populations of color, immigrant populations and more.

Referring to his PowerPoint presentation, Dr. Howard suggested not waiting until children enter fourth grade to look at reading scores as they should already be proficient at their grade level. Rather, he proposed looking at reading scores at second grade as predictors and points of intervention. He added that the data on reading scores, when dis-aggregated illustrate a more complete story of populations reading at grade level and populations falling behind. Dr. Howard also touched upon dropout rates and the impact that dropping out has on becoming employed.

Dr. Howard then transitioned to addressing the suspension of children from preschool by asking the question “how does it feel to be a problem?” Research shows that Black boys followed by Latino boys and Black girls are disproportionately suspended from preschool. Suspensions have a dual impact on the child and the parent. Efforts are needed to enhance teacher training and provide additional resources to alleviate the reaction to children’s behaviors that may result in suspension and elevate meaningful partnerships with parents. One of the members commented on children experiencing extreme stress that may explain behaviors that are harmful to self and others, suggesting that the levels of training and qualifications of teachers who are fairly compensated that are needed to work with all children. Among the suggested resources mentioned is early childhood mental health consultation.

The remainder of Dr. Howard’s presentation focused on trauma – what it is, what contributes to it and the resources needed to address it. His discussion touched upon the research on early brain development and Maslow’s hierarchy of needs. And he talked about the importance of relationships to the developing child.

Members and guests were invited to respond with questions and comments to Dr. Howard’s presentation. The focus of the questions and comments were around strategies and skills needed to address the needs of each child in the classroom. Suggestions included changing the way we think about children’s behavior and how we work with parents, providing regular and ongoing mental health supports to build staff capacity for working with children, addressing individual child needs, and positively affirming the strengths of parents.

It was noted during the presentation that Los Angeles Unified School District's Early Childhood Education Division, LACOE Head Start-State Preschool Programs and Pasadena Unified School District's Early Childhood Education Department do not suspect young children.

8. Implications for the Early Care and Education Systems

Dr. Little opened up the meeting for further conversation in response to Dr. Howard's presentation by asking for ideas on taking the information to our programs. She asked selected members to address the conversation points included on the meeting agenda as follows:

- Early care and education impacts on County departments
- Equity – are our efforts impacting the most vulnerable?
- Framework – does our framework meet the needs of our audience?

It was suggested that the Roundtable could serve as a convener to raise questions and generate strategies to address teacher preparation and help build connections. Dr. Hottenroth commented that approximately 40 percent of children under Department Children and Family Services (DCFS) auspices are under five years old. Children are reacting to trauma that is often perpetuated by the child protection system. DCFS is using Protective Factors to engage parents and build social supports. Early care and education programs can serve as hubs to inform how a child is doing. Dr. Richard Cohen added that the Center for the Study on Social Policy's work around the Strengthening Families Approach and building Protective Factors in families was not accidental, adding that the youngest children under DCFS supervision also are disproportionately in the system longer than older children. He stated that it really matters what happens with children in early care and education programs and how we support them. Others agreed that more is needed to address preschool expulsions, refocus on strengthening families, and enhance trainings on trauma-informed care.

Members noted efforts underway that may serve as vehicles for these ideas, including the evolution of the QRIS, the Board's initiative to continue efforts under My Brother's Keeper (MBK), and a possible revisiting of the Mental Health Services Act/Prevention and Early Intervention as a possible funding source for early childhood mental health consultation. Mr. Kawasaki added to the idea of MBK as a vehicle, noting the work of other municipalities and the Los Angeles County's conversations on expanding its data work to look at trends. He suggested that one of the questions is how to measure to ensure success.

Dr. Little transitioned the members and guests to begin thinking about the vision and role of the Roundtable going forward.

Members and guests responded that in a perfect world, the **vision** for early care and education landscape in Los Angeles County would be:

- Child/developmentally-focused, not dependent on adult needs and implemented by healthy professionals
- Clear and coordinated maximized services
- Authentic parent engagement that is relationship-based on shared expertise
- Mindful of Los Angeles County's diversity with major players convening with clearly defined roles without further duplication that drives policy and outcomes; each member carrying out roles to efficiently maximize resources

- Voice/conduit for the Board of Supervisors who are seen as big players locally, statewide and nationally
- Every family has access to the high quality services and resources they need; in an imperfect world, those with the greatest need are prioritized

Next, members and guests addressed the **role** of the Roundtable as:

- Driver and confident voice
- Big picture thinkers that also includes a detail orientation; sustainable systems change with two to three strategic areas to tackle this year
- Navigator/tugboat for the Board of Supervisors around data, trends, and major goals
- Prioritizing partnerships with parents
- Engage pediatricians
- Keeping a pulse on emerging issues, but also needing the space to “go deep” to make changes that are sustainable and long term; moving from reactive to proactive
- Further differentiate the respective roles of the Roundtable and the Planning Committee; connections for strategic thinking informed by folks closer to the ground; intentional process for feeding work to the Roundtable and leadership exchange; Planning Committee is data source
- Explore the role of the Roundtable as a “master body” to convene smaller coalitions to take ideas to inform policy change; build consensus to create one dramatic voice
- Focused priorities and goals within the purview of the County with clearly defined outcomes
- Design framework for the structuring of child well-being in Los Angeles County
- Advise the Board of Supervisors with concrete data and recommendations
- The Roundtable is about policy, the main group addressing policy strategies

Dr. Little thanked meeting participants for engaging in the rich dialogue that will be continued in the coming months.

9. Public Comment and Announcements

No public comments or announcements were offered.

10. Call to Adjourn

The retreat adjourned at 3:13 p.m.

Members Attending:

Jeannette Aguirre, Probation Department
 Maria Calix, Second Supervisorial District
 Richard Cohen, Third Supervisorial District (*pending appointment*)
 Robert Gilchick, Department of Public Health
 Dora Jacildo, Fourth Supervisorial District
 Sharoni Little, Second Supervisorial District
 Jackie Majors, Child Care Alliance of Los Angeles
 Jennifer Hottenroth, Department of Children and Family Services
 Kara Pleitez Howell, Third Supervisorial District
 Jacquelyn McCroskey, Commission on Children and Family Services
 Terri Nishimura, Fourth Supervisorial District
 Terry Ogawa, Third Supervisorial District

Faith Parducho, Department of Parks and Recreation
Nurhan Pirim, Department of Public Social Services
Sarah Soriano, Child Care Planning Committee
Dean Tagawa, Los Angeles Unified School District/Early Childhood Education Division
Boris Villacorta, First Supervisorial District
Keesha Woods, Los Angeles County Office of Education

Guests Attending:

Cristina Alvarado, Child Care Alliance of Los Angeles
Debra Colman, First 5 LA/Child Care Planning Committee
Gloria Davis, Girls Club of Los Angeles
Nora Garcia-Rosales, Department of Public Social Services
Kalene Gilbert, Department of Public Health
Byron Johns, Girls Club of Los Angeles
Nancy Lee Sayre, UCLA/Center for Improving Child Care Quality

Staff:

Renatta Cooper
Harvey Kawasaki
Michele Sartell

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July 2016 Retreat Highlights

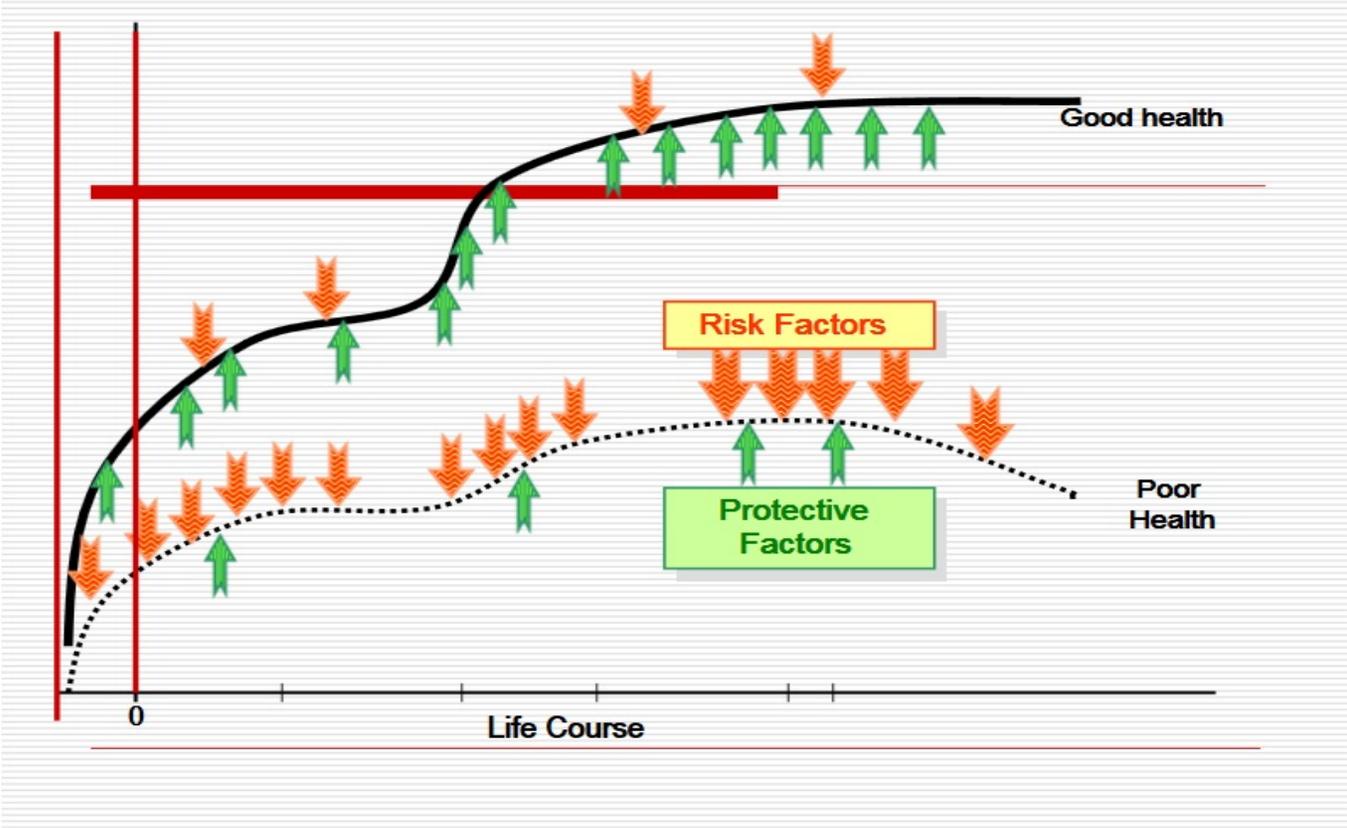
- ✓ Office of Child Care will relinquish its QRIS Programmatic Role
- ✓ Need for a more action oriented approach to Policy Roundtable for Child Care and Development (Roundtable) meetings
- ✓ Historical context for Roundtable formation provided to inform retreat discussions
- ✓ Need for timely data-driven policy development and communication after substantive conversations and discussions
- ✓ Consensus reached on the need to continue clarifying the role of the Roundtable distinct from the Child Care Planning Committee and create a more intentional relationship between the two bodies
- ✓ Role of trauma on the developing brain and its impact on early care and education issues

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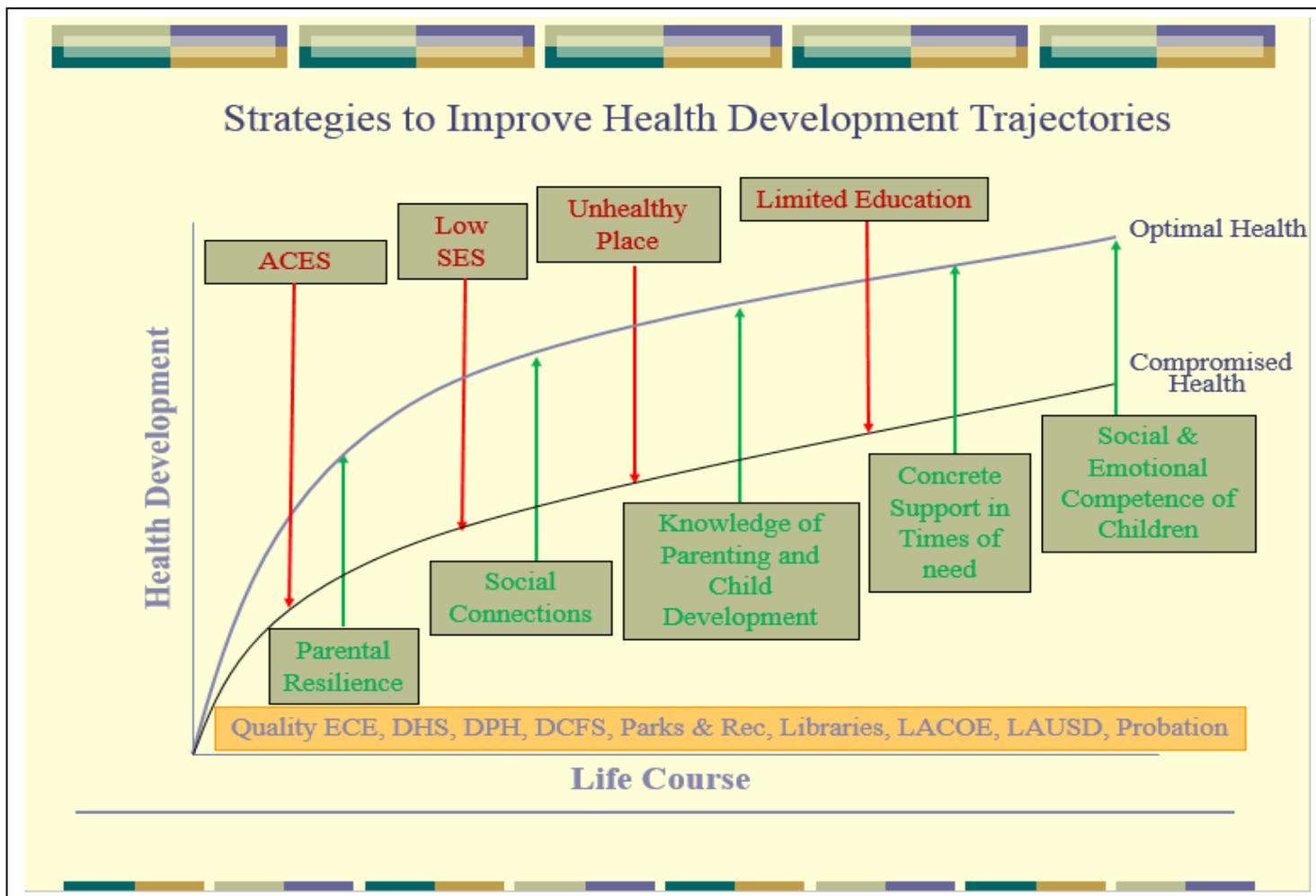
County of Los Angeles
Policy Roundtable for Child and Development

Health and Mental Health Equity Presentation Handout

Life Course Model



Life Course Model – Health Development



CALIFORNIA HEALTH AND SAFETY CODE SECTION 131019.5

(a) For purposes of this section, the following definitions shall apply:

“Determinants of equity” means social, economic, geographic, political, and physical environmental conditions that lead to the creation of a fair and just society.

“Health equity” means efforts to ensure that all people have full and equal access to opportunities that enable them to lead healthy lives.

“Health and mental health disparities” means differences in health and mental health status among distinct segments of the population, including differences that occur by gender, age, race or ethnicity, sexual orientation, gender identity, education or income, disability or functional impairment, or geographic location, or the combination of any of these factors.

“Health and mental health inequities” means disparities in health or mental health, or the factors that shape health, that are systemic and avoidable and, therefore, considered unjust or unfair.

“Vulnerable communities” include, but are not limited to, women, racial or ethnic groups, low-income individuals and families, individuals who are incarcerated and those who have been incarcerated, individuals with disabilities, individuals with mental health conditions, children, youth and young adults, seniors, immigrants and refugees, individuals who are limited-English proficient (LEP), and lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQQ) communities, or combinations of these populations.

“Vulnerable places” means places or communities with inequities in the social, economic, educational, or physical environment or environmental health and that have insufficient resources or capacity to protect and promote the health and well-being of their residents.

“Life Course Theory” a conceptual framework that helps explain health and disease patterns – particularly health disparities – across populations and over time. Instead of focusing on differences in health patterns one disease or condition at a time, LCT points to broad social, economic and environmental factors as underlying causes of persistent inequalities in health for a wide range of diseases and conditions across population groups. LCT is population focused, and firmly rooted in social determinants and social equity models. Though not often explicitly stated, LCT is also community (or “place”) focused, since social, economic and environmental patterns are closely linked to community and neighborhood settings

“Social Determinants of Health” are the conditions in which people are born, grow, work, live, and age, and the wider set of forces and systems shaping the conditions of daily life. These forces and systems include economic policies and systems, development agendas, social norms, social policies and political systems.