



Los Angeles County Child Care Planning Committee

Minutes: January 6, 2010
2:00 p.m. to 2:00 p.m.

Location: Department of Public Works
900 North Fremont Boulevard
Alhambra, CA 91803

Members in Attendance: (34) Rocio Bach, Holly Reynolds, Karla Pleitez, Jenny Trickey, Tara Henriquez for Randi Wolfe, Lisa Wilkin, Sam Kirk, Bobbie Edwards, Deborah Gatti, Pamela Kwok, Moises Roman, JoAnn Shalhoub Mejia, Fiona Stewart, Ofelia Medina, Kathleen Pompey, Susan McCombs, Yolanda Bosch, Celeste Salinas for Pat Mendoza, Patti Oblath, Diane Philibosian, Judy Sanchez, Peggy Sisson, Julie Taren, Peter Huffaker for Kate Andersen, Jo Carcedo, Noreen Clarke, Joy Cyprian, Dianne Hackett, Linette Hodson, Andrea Joseph, Gay Macdonald, Atalya Sergi, Mary Helen Vasquez, Patrice Wong, and Ofelia Aguilar

Guests and Alternates: Ancelma Sanchez, Flor Medrano, Pam Schmidt, Ritu Mahajan, Ellenor Hodson, Rafael Ramirez, William Simmons, Rebecca Waterstone, Ana Gallegos, Rachelle Pastor, Susana Hernandez, Vanessa Mendez, Fran Chasen, Carol Hiestand, Rebecca Patton, and Kathy Schreiner

Staff: Laura Escobedo

I. Welcome and Introductions

Holly Reynolds, Chair, opened the meeting at 12:09 p.m., welcomed the group, and requested that everyone introduce themselves. The Chair read the opening statement.

II. Approval of Minutes from the December 2, 2009 Meeting

The Chair called for a motion to approve the December 2, 2009 minutes. Sam Kirk made the motion and it was seconded by Ancelma Sanchez. The Chair called for the vote. The motion was approved with no abstentions.

III. Office of Child Care Update: Overview of Early Learning Quality Improvement System Interim Report

Laura Escobedo presented a PowerPoint that highlighted the decisions made to date for the Quality Rating and Improvement System (QRIS) and emphasized the areas that were under discussion where no decisions have been made. She stressed that these are areas where input from the Child Care Planning Committee and individual members would be timely.

First year endeavors of the California Early Learning Quality Improvement System (CAEL QIS) Advisory Committee have been: assessing current status of early learning and care in California; examining quality rating and improvement system (QRIS) models in counties and from other states; and framing the initial elements of the quality rating structure and system. While a rating scale is a key part, the broader system includes technical assistance and financial resources to support improvements in program quality. The five areas of endeavor include: workforce and professional development, family involvement, finance and incentives, data for program improvement and research, and the QRIS.

The CAEL QIS Advisory Committee has agreed that there will be five tiers that include six elements. The elements are environment rating scales, ratio and group size, family involvement, staff education and training, teaching and learning, and program leadership. The QRIS will be a non-weighted block system, which means that a program or provider must demonstrate all standards in one tier before being evaluated for the next tier. The first tier will align with Title 22 licensing requirements with some enhancement; the 5th tier will have "aspiration" standards. The QRIS will include both centers and family child care.

Still to be determined are which Environment Rating Scale (ERS) or combination of ERS to use and when to use it. A current proposal is that independent assessments are not required until the third tier; self-assessments done in the first two tiers. It has also been determined that the California

QRIS would not wholly accept equivalent accreditation, but would establish agreements with accrediting agencies that would allow some alignment of standards. Accrediting agencies would be encouraged to “map” their standards to the California QRIS.

There have been no decisions yet as to group size and ratios, but the options being considered reflect current Title 22, Title V and National Association for the Education of Young Children (NAEYC) standards. Staff-child ratios for preschool must also consider teacher/provider education requirements. The CAEL QIS Committee intends to develop a menu of effective strategies for family involvement similar to what was done for the Steps to Excellence Project (STEP). The Workforce Subcommittee has been charged with recommending levels of education per each tier. There is a tension to these discussions with some pushing for very high standards for the lower tiers culminating in an Early Childhood Education (ECE) credential for tier five while others are urging for standards that reflect current levels of education since there are some barriers to achieving degrees with our current educational system. The CAEL QIS Advisory Committee will also develop criteria related to administrative policies and procedures, leadership development, staff compensation, support for professional development, and program evaluation

The Data Subcommittee has focused on how to provide a unique identifier for children in early learning and care programs. The discussion is around whether to limit this requirement to publicly contracted programs or require it of a broader array of programs, including voucher and private.

Technical assistance (TA) will involve the development of “Quality Improvement Plans” at entry to explain ratings and provide direction for improvement. TA resources will be identified regionally, which may mean roles for the California Preschool Instructional Network (CPIN) and the Child Care Resource and Referral (R&R) Agencies. The assumption is that TA support may be greater for programs at the entry level than for programs achieving the higher tiers. TA, Training and Assessment would be done by different groups.

The Finance and Incentives Subcommittees are trying to create a model that accounts for all the various costs involved:

- Costs of ERS tools
- Costs to train assessors to conduct the assessments
- Application processing, issuing ratings
- Data management and Web site
- Public awareness campaign
- Incentives such as tiered reimbursement, quality grants, etc.
- Teacher incentives such as salary increases, training bonuses, tuition reimbursements
- For colleges to build programs, align courses, etc.
- Training programs, funding for centers to train staff, etc.
- Targeted TA to increase ratings
- Informational training about the QRIS
- Licensing system improvements (i.e. frequency of visits)

Next steps for the CAEL QIS Advisory Committee include: completing recommendations for the design of the QRIS including specifics related to family child care homes; determine who will be “invited to participate” and the timeline for implementation; determining the mechanisms for improving quality; developing the funding model for the QRIS; and determining strategies for piloting the QRIS.

IV. Leadership Training: Emotional Intelligence Part 4

Dianne Philibosian began by asking participants to share how they have been implementing the emotional intelligence skills presented so far: empathy, self-awareness, and self-regulation. Next, she introduced the topic of motivation. Motivation is....” a passion to work for reasons that go beyond money or status; a propensity to pursue goals with energy and persistence.” (Daniel Goleman, *What Makes a Leader*) Motivation that is driven from within, intrinsic motivation, propels us forward with perseverance to achieve desired goals. It is characterized by: a strong drive to achieve; optimism, even in the face of failure; and organizational commitment.

She then asked the participants to form small groups to discuss the following: Describe someone you know or have observed who drives for excellence and inspires those around her/him. Do you think that person is intrinsically motivated? Why or why not? And, how does that individual use initiative to actively seize opportunities, pursue goals beyond what is required, cut through the bureaucracy to get the job done, and mobilize others?

The backside of the worksheet provided some homework. Participants were invited, on their own, to reflect on their leadership experiences and their strongest capabilities in relation to what motivates them.

V. Member Presentation: Teach for America

Dianne Hackett presented a brief overview of the Teach for America (TFA) leadership program explaining that while the organization has been working with K-12 for many years, it is now also focused on the 0-5 population and programs. TFA is about equalizing educational opportunities for children in low-income communities by sending well-educated, trained and well-supported teachers into classrooms. TFA recruits college graduates from many disciplines each year. Of the 35,000 applicants for 2010, only about 20% will be chosen. After selection, the candidates attend an intensive “boot camp” during the summer that prepares them for stepping into a classroom in September. The early childhood candidates will take 15 child development units, obtain permits, and do practice teaching during this summer period. The training includes research-based curriculum approaches, developmental appropriate practices, and NAEYC standards. TFA also fosters training and support from the early educators teachers already in field.

Diane Hackett reported that many of the TFA corps members have changed their long-term career plans and have remained in early childhood education. The early childhood education component was launched in Los Angeles in 2007. Since then there have been three cohorts with a fourth forming for 2010. TFA partners with Loyola Marymount to offer a Master Degree in the two years the corps members are participating with TFA. Most take advantage of this. A recent evaluation done by Westat indicated that children in TFA classrooms demonstrated higher outcomes related to early learning than children in other classrooms.

Programs interested in working with TFA should contact Diane Hackett soon as placements for its corps members will be determined starting in March.

VI. Public Comment and Announcements

Public Counsel is presenting a workshop on January 14, 2010 from 6:30 to 8:00 p.m. for programs and providers. The topic is understanding incorporation options for child care businesses and operations.

Laura Escobedo reminded the group that an orientation for the Temporary, Voluntary Transfer of Funds process for California Department of Education (CDE)-contracted programs will be held on January 14, 2010 from 1:30 to 3:30 p.m. at the Department of Public Works.

VII. Adjournment

The Chair called for a motion to adjourn. It was so moved by Sam Kirk. The Chair adjourned the meeting at 2:06 p.m.