Regular Meeting
Early Childhood Development and Early Learning Task Force
Wednesday, May 18, 2022
5:00 P.M.

Members

Dr. Vera Vignes, Chair
Efran Aguilar
Geoff Albert
Toni Boucher
Lila Guirguis
Ree A. Harris-Hudson
Dr. Dianne Philibosian
Marie Kanne Poulsen, Ph.D
Ernesto Saldana
Tony Santilena
Blanca Siebels
Melani Smith-Hill
Susan C. Wood
Carla Hegwood (Ex-Officio)

Staff

Michelle Garrett, Assistant to the City Manager
Danica Borja, Recording Secretary

Meeting Information

Agendas and related documents are available for public review on the City website at: https://www.cityofpasadena.net/commissions/early-childhood-development-early-learning-task-force/

To request meeting materials in alternative formats or other disability-related modifications or accommodations necessary to facilitate meeting participation, please contact the City Manager's Department as soon as possible at (626) 744-4333 or rumartinez@cityofpasadena.net. Providing at least 72-hour advance notice will help ensure availability.

Language translation services may also be requested with 72-hour advance notice by at (626) 744-4333 or rumartinez@cityofpasadena.net. Habrá servicio de interpretación disponible para éstas juntas llamando (626) 744-4333.

Public Participation

The following meeting will take place solely by teleconference/videoconference.

Members of the public may participate electronically in the open session portion of the meeting.

Access to the meeting is as follows:

Video Conference:
https://us02web.zoom.us/j/81463426534

OR

Phone: 1 (669) 900-6833 – Webinar ID: 814 6342 6534

Public Comment Instructions

If you wish to provide comments, you may do so as follows:

1. **Advance correspondence, to become part of the record:**

   Members of the public may submit correspondence of any length prior to the start of the meeting, at the following email address: rumartinez@cityofpasadena.net. These comments will be provided to the members of the body if received by 4:30 p.m. on the day of the meeting, and will become part of the meeting record. They will not be read aloud. Correspondence received after that time will be provided to members of the body later.

2. **Live public comments during the meeting:**

   During the meeting, members of the public may provide live public comment on an agenda item, at the time the Chair solicits public comment, by either (a) if using the Zoom program, selecting the "raise hand" function; or (b) if participating by telephone, pressing *9 to raise your hand. Public comments are limited to 2 minutes each, and the Chair or the Commission may limit this time if reasonable under the circumstances.

   Your phone call to the Commission meeting will be recorded as part of the Commission meeting. By staying on the line and making public comment during the Commission meeting, you are agreeing to have your phone call recorded.

If you need a reasonable modification or accommodation pursuant to the Americans with Disabilities Act because you are unable to participate electronically as set forth above, please contact the City Manager's Department as soon as possible at (626) 744- 4333 or rumartinez@cityofpasadena.net.

Agenda
Early Childhood Development and Early Learning Task Force
Wednesday, May 18, 2022
5:00 P.M.

Regular Meeting
Pasadena City Hall
100 North Garfield Avenue

1. **Call To Order/Roll Call**
2. **Approval of Minutes – May 4, 2022***
3. **Public Comment**
4. **Review Meeting Objectives & Essential Questions – Vera Vignes, Task Force Chair**
5. **Early Child Development Policy Framework & Elements Review – Dianne Philibosian, Lila Guirgus, & Marie Poulsen***
6. **Policy Discussion & Preliminary Evaluation of Policy Building Block 3 – Dianne Philibosian, Lila Guirgus, & Marie Poulsen**
7. **Adjournment**

*Attachments

Posting statement: I hereby certify that this Agenda, in its entirety was posted on the City Council Chamber Board S249, and the bulletin board in the rotunda area at City Hall, 100 North Garfield Avenue on or before the 12th day of May 2022, by 5:30 p.m. The agenda may be viewed at the City's website at https://www.cityofpasadena.net/commissions/early-childhood-development-early-learning-task-force/

Vera J. Vignes
Dr. Vera Vignes, Chair
ECDEL Task Force

Michelle Garrett
Assistant to the City Manager

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ITEM #2

Approval of Minutes

May 4, 2022

Regular Meeting
Early Childhood Development and Early Learning Task Force Minutes
Wednesday, May 4, 2022
5:00 P.M.

Task Force Members Present: Chair Vera Vignes, Efran Aguilar, Geoff Albert, Toni Boucher, Lila Guirguis, Dianne Philibosian, Marie Poulsen, Tony Santilena, Blanca Siebels, Melani Smith-Hill, Susan Wood, Carla Hegwood (Ex-Officio)

Task Force Members Absent: Ree Harris-Hudson (Excused), Ernesto Saldana (Excused)

Staff Present: Michelle Garrett, Danica Borja, Vannia De La Cuba, Pat Bowie (Consultant)

1. **Call To Order/Roll Call**
   Chair Vignes called the meeting to order at 5:00 P.M.

2. **Approval of Minutes**
   It was moved (Marie Poulsen) to approve meeting minutes for April 20, 2022 and seconded (Geoff Albert) to approve meeting minutes. (Motion carried)

   In Favor: Chair Vera Vignes, Geoff Albert, Toni Boucher, Lila Guirguis, Dianne Philibosian, Marie Poulsen, Tony Santilena, Melani Smith-Hill
   Opposed: None
   Abstain: Dianne Philibosian, Susan Wood

3. **Public Comment**
   No public comment.

4. **Welcome & Review Meeting Objectives – Vera Vignes, Task Force Chair**
   Chair Vignes provided essential questions for the meeting regarding what is the current status of Pasadena's youngest children and families, the status of health and development outcomes for children since the inception of the Early Childhood Policy, status of early childhood services within Pasadena, and the status of early childhood priorities/strategies over the past 8 years. Chair Vignes provided a timeline for the proposed meeting structure for the task force.

5. **Preview of Pasadena Early Childhood and Family Demographics & Health Status – Stella Clingmon-Simon, Maternal, Child & Adolescent Health Program Coordinator**
   Stella Clingmon provided a presentation on a preview of the 2022 Maternal, Child, and Adolescent Health (MCAH) Assessment. The MCAH Assessment will include information on demographics, maternal health, infant health, child & adolescent health. Essential reports from Pasadena Public Health Department (PPHD) include the Community Health Improvement Plan (CHIP), Greater Pasadena Community Health Needs Assessment

(CHNA), Maternal and Infant Health Assessment, Greater Pasadena Oral Health Needs Assessment. All public health reports are available on the Pasadena Public Health Department website.

The Community Health Improvement Plan (CHIP) is in the process of being completed. Data from the assessment will not be interactive, however the Pasadena Public Health Department are looking into an online dashboard. Dr. Philibosian suggested separating the data for children ages 0-5. Data will be able to be separated by race, age, and other indicators. Dr. Goh, Health Director of the PPHD, provided insight to the data already collected for the maternal and infant health assessment. In addition to PPHD reports, Stella Clingmon provided information that the Home Instruction for Parents of Preschool Youngsters (HIPPY) program will be working with a Licensed Social Worker to implement Ages and Stages Social-Emotional SE to address the missing pieces of social and emotional in kindergarten readiness. Dr. Goh informed the task force that PPHD has focused on human-centered design with the goal of more authentic community engagement and more innovation. Lila Gurgius discussed that PUSD is a small population and that an advocate from private early childcare facilities may be necessary to contribute data.

There were no public comments.

6. **Review of EDI Data – Efran Aguilar**
   Efran Aguilar provided a presentation on a snapshot of childhood development – implementation results of EDI over time in Pasadena. Regarding racial equity, the data reflects that the poorest communities have a higher number of kids ages 0-5 than wealthier communities and that equity barriers are not random. EDI is a key piece of data that communities should be using and a need for more sustainable funding is required for school districts to administer the EDI. Advocacy efforts are essential towards City Council, District Supervisors, and local legislative representatives.

   There were no public comments.

7. **Review of Early Childhood Services and Supports – Toni Boucher**
   Toni Boucher, Melani Hill, and Susan Wood provided a presentation, which gave insight into issues faced by local childcare staff and facilities during the pandemic. The presentation addressed three core issues: workforce; communication and resources; and the early childhood ecosystem and school family. Melani Hill shared experiences from Lake Avenue Church regarding workforce challenges they faced during the pandemic. Susan Wood discussed the need for increased communication between the City and childcare service providers during the pandemic and suggested that the Office of the Young Child could be a conduit for childcare service providers in sharing essential information. Toni Boucher shared anecdotes about the challenges faced by families working from home while children participated in virtual learning. Toni Boucher also discussed pandemic messaging surrounding the safety of early childcare facilities as well as the need for reliable information about childcare options available citywide.

   There were no public comments.

8. **Questions and Open Discussion – Pat Bowie**
   Pat Bowie facilitated a discussion of the information presented during the meeting. As part of the discussion, Dr. Philibosian asked the task force what does it mean to be an early learning city by 2025 as well as what data and corresponding linkages needed to support the effort. Efran Aguilar brought forth the notion of collective communitycapacity and the need to assess how community organizations and departments are working together to support early childhood development. This can aid in the identification of gaps and opportunities for investments. Blanca Siebels suggested that the 8 building blocks found in the policy need to be institutionalized amongst those involved with the early childhood network for a more effective result. Efran Aguilar suggested better engagement with residents and community members to learn more about communityneeds. Dr. Philibosian stated that the task force did engage residents in 2013-2015 but it is a good idea to go back to the community and engage. Pat Bowie emphasized that reach within the Pasadena community is important, particularly relating to communication pathways. In addition, Pat encouraged the task force, when appropriate, to develop recommendations with more specificity.

   There were no public comments.

9. **Adjournment**
   It was moved by (Philibosian) to adjourn the meeting and seconded (Santilena) to adjourn the special meeting. (Motion carried)

   The meeting was adjourned at 6:59 P.M.

X _____

Michelle Garrett
Assistant to the City Manager

X _____

Danica Borja
Recording Secretary

ITEM #5

Attachments

Approach /Policy intent	Policy Elements/Building Blocks	Policy Element Description	Proposed strategies
Focusing on big picture implementation of shifting components within our system: The work of the Office of the Young Child and our work as a City.	Elements of An Aligned System for Young Children	A collaboration of early childhood education professionals, child development advocates, health professionals, community members and civic leaders will guide the development of the Master Plan, a five-year action planning tool, implementation guide, and resource for greater accountability.	The strategic actions of the plan will focus on the elements of an aligned system for young children: formal partnerships and collaboration, access to high quality early education, heath, and family support programs, parent engagement and family supports, programs to facilitate smooth transition to school, communication and data-sharing, and leveraging funding

Approach /Policy intent	Policy Elements/Building Blocks	Policy Element Description	Proposed strategies
Determining our anticipated outcomes and measuring them, including benchmarks of success	Data Collection – Measure of Success	The Master Plan recommends building an information system	1. Enable the city to set goals for childhood outcomes and to measure the results, 2. support continuous improvement through data collection and evaluation, 3. promote increased understanding and engagement of parents/family in their role of the child's developmental success, 4. improve the retention, preparation, and professional development and quality of the early learning workforce, and 5. articulate with other local, state and national initiatives.

Approach /Policy intent	Policy Elements/Building Blocks	Policy Element Description	Proposed strategies
Building collaborative bridges among multiple agencies, community organizations and members and with anyone who has consistent contact with families and children	Partnerships/Collaboration	The City will work collaboratively with the school district, early childhood community and other community partners to (a) maximize the utilization of available child development resources, (b) to support quality improvements in early learning/childcare, and (c) to promote the delivery of integrated services for children and their families.	1. The purpose of relationships fostered is to develop creative, cost effective and affordable solutions to the problem of accessibility to quality childcare within the community. 2. This policy statement and Master Plan expresses the City's commitment to expand early childhood services throughout Pasadena. All relevant City departments, commissions, committees and boards will foster and support this policy. 3. The City recognizes that resource and referral information is a benefit to families and employers and will not duplicate the work of existing agencies.

Approach /Policy intent	Policy Elements/Building Blocks	Policy Element Description	Proposed strategies
Not thinking in "silos of service" but of integrated services through those collaborative bridges Creating a system of consistent touchpoints to enhance interactions with families and children, specifically at the critical points and periods in a child's development Link programs and services to create a system of consistent care pathways to enhance culturally responsive families and children	Health and Wellness Strategies for Infants/Young Children Access to High-Quality Early Education Experiences in Variety of Settings Neighborhood-Based Parent Engagement & Family Supports Culturally Specific Programs for English Language Learners Transition from Pre-School to Kindergarten		

Approach /Policy intent	Policy Elements/Building Blocks	Policy Element Description-1	Proposed strategies
Not thinking in "silos of service" but of integrated services through those collaborative bridges Creating a system of consistent touchpoints to enhance interactions with families and children, specifically at the critical points and periods in a child's development Link programs and services to create a system of consistent care pathways to enhance culturally responsive families and children	Health and Wellness Strategies for Infants/Young Children	The young child's physical health, social and emotional health, and developmental screening and monitoring are critically important. Since the well-being of children is dependent on those who care for them, the most important measures that can be taken to improve health support are those that enhance the capacity of parents and caretakers to nurture and care for them.	Ensure parent and caregiver access to a primary care medical home, which includes patient-centered healthcare, comprehensive, coordinated care, and preventive counseling and services, including prenatal care, developmental and maternal depression screenings, well child visits and vaccinations, all of which are of high quality and are affordable. Provide linkages to early intervention services and supports for infants and toddlers with disabilities. Establish linkages with Child Welfare Services and Infant and Toddler Mental Health Services to improve early access for families eligible for home visiting programs for children 0-5, especially for families at risk. Home visits and support from paraprofessionals using "best practice" models produce measurable benefits in parental attitudes toward children, improve parent-child interaction, significantly reduce child abuse and neglect, and increase readiness for school. Empower parents and caregivers to be engaged and proactive for the health and wellness of their child. Improve knowledge and skills in child development for families, beginning prenatally, giving them the tools to increase participation in the child's physical, education, and emotional growth. Promote improved early childhood nutrition by promoting breast-feeding and baby-friendly policies throughout the City. Provide an environment in each childcare center that supports healthy eating, promotes physical activity, and reduces screen time for young children, who spend a large part of their day and may receive half or more of their daily nutritional needs while in childcare.

Approach /Policy intent	Policy Elements/Building Blocks	Policy Element Description-1 (cont.)	Proposed strategies
Not thinking in "silos of service" but of integrated services through those collaborative bridges Creating a system of consistent touchpoints to enhance interactions with families and children, specifically at the critical points and periods in a child's development Link programs and services to create a system of consistent care pathways to enhance culturally responsive families and children	Health and Wellness Strategies for Infants/Young Children	The young child's physical health, social and emotional health, and developmental screening and monitoring are critically important. Since the well-being of children is dependent on those who care for them, the most important measures that can be taken to improve health support are those that enhance the capacity of parents and caretakers to nurture and care for them.	Ensure that all City departments, contractors and community partners use the most current age-appropriate nutrition and physical activity guidelines and encourage and facilitate adoption of these practices by parents and caregivers of infants and young children.

Approach /Policy intent	Policy Elements/Building Blocks	Policy Element Description-2 (cont.)	Proposed strategies
Not thinking in "silos of service" but of integrated services through those collaborative bridges Creating a system of consistent touchpoints to enhance interactions with families and children, specifically at the critical points and periods in a child's development Link programs and services to create a system of consistent care pathways to enhance culturally responsive families and children	Access to High-Quality Early Education Experiences in Variety of Settings	Quality early childhood experiences are fundamental to the social, emotional, cognitive and physical development of every child. Affordable, dependable, quality early childhood care and education are an integral part of family life in the 21st century. Structured childcare and early education opportunities provide children with experiences that set the stage for later school success.	Within five years, the implementation of the Master Plan and its strategic actions should assure every pre-school age child in Pasadena has the opportunity to enroll in a quality, full-time early childhood education program. Expansion of available licensed infant and toddler care for Pasadena residents in programs that meet national quality standards Every center- based early care and learning program in Pasadena meets the quality standards as defined by nationally accrediting organizations Improvement of the quality of family childcare services, both formal and informal providers of care.

Approach /Policy intent	Policy Elements/Building Blocks	Policy Element Description-3 (cont.)	Proposed strategies
Not thinking in "silos of service" but of integrated services through those collaborative bridges Creating a system of consistent touchpoints to enhance interactions with families and children, specifically at the critical points and periods in a child's development Link programs and services to create a system of consistent care pathways to enhance culturally responsive families and children	Neighborhood-Based Parent Engagement & Family Supports	Parent engagement and family supports to ensure that parents are empowered to be their child's first teacher and most important advocate, and to connect families with the diverse supports that they need for a safe, healthy and economically secure household.	The Master Plan will focus on initiatives promoting parent engagement, including parent leadership training and professional development for family support workers.

Approach /Policy intent	Policy Elements/Building Blocks	Policy Element Description-4 (cont.)	Proposed strategies
Not thinking in "silos of service" but of integrated services through those collaborative bridges Creating a system of consistent touchpoints to enhance interactions with families and children, specifically at the critical points and periods in a child's development Link programs and services to create a system of consistent care pathways to enhance culturally responsive families and children	Culturally Specific Programs for English Language Learners	The Master Plan should focus on high-quality bilingual and culturally appropriate family support services. The City in partnership with community leaders and organizations must foster culturally relevant and linguistically appropriate programming and practices.	The following principles should be embodied in program standards, parent engagement and family supports, including requirements that include the following: Programs' support must support children in the essential domains of school readiness by providing an environment of acceptance that supports and respects language, culture, ethnicity, gender, and family composition. Teachers and providers must demonstrate an understanding of the child's family culture and, whenever possible, speak the child's language. As with screening and assessment of all young children, a comprehensive assessment system for young English language learners should be guided by specific, beneficial purposes, with appropriate adaptations to meet the needs of children whose home language is not English. Programs must integrate meaningful engagement practices that help families foster home language and literacy development. Interactions with families must be respectful of each family's diversity and cultural and ethnic background, and goals for their children. As with screening and assessment of all young children, a comprehensive assessment system for young English language learners should be guided by specific, beneficial purposes, with appropriate adaptations to meet the needs of children whose home language is not English.

Approach /Policy intent	Policy Elements/Building Blocks	Policy Element Description-5 (cont.)	Proposed strategies
Not thinking in "silos of service" but of integrated services through those collaborative bridges Creating a system of consistent touchpoints to enhance interactions with families and children, specifically at the critical points and periods in a child's development Link programs and services to create a system of consistent care pathways to enhance culturally responsive families and children	Transition from Pre-School to Kindergarten	Effective transition from pre-school to kindergarten is a critical pathway in a young child's development.	Through its Master Plan, the City, in partnership with the school district, early childhood leaders and teachers, and parents and families, will foster continuous communication among the family, the school, and early childhood providers during this important time in a child's educational life. Helping families understand school registration processes and making children and parents feel comfortable and welcome in the new school environment. Sharing pre-school experience information at the right time with the family and the child's kindergarten teacher. Create a bridge between early learning, family support and healthcare, ensuring that children arrive at school having received necessary exams and screenings, because healthy children feel better and learn better.