



Education Coordinating Council

February 2, 2012

9:30 a.m.

East Los Angeles County Library
4837 East Third Street, Los Angeles, California 90022

Present: Telma Bayona, representing Karen E. Frison
Jessica Chandler
Carol Clem
Renatta Cooper
Arturo Delgado
Mónica García
René Gonzalez, representing John Deasy
Helen Kleinberg
Eric Marts, representing Philip Browning
Bryan Mershon, representing Marvin J. Southard
Fernando Meza, representing Richard Martinez
Judge Michael Nash
Brenda Parks, representing Aubrey Manuel
Jerry Powers
Bruce Saltzer
Fabricio Segovia

Media: Annenberg Digital News
La Opinión
NBC Los Angeles
PBS SoCal (David Nazar)
Southern California Public Radio (Tami Abdollah, Adolfo Guzman-Lopez)

Chair Mónica García brought the meeting to order at 9:40 a.m., welcoming everyone and noting that Philip Browning is with board deputies this morning and Dr. Marv Southard is in Oakland chairing a CalSWEC (California Social Work Education Center) meeting. García thanked the Department of Mental Health for sponsoring today's refreshment costs, and welcomed new ECC members Arturo Delgado (the superintendent of the Los Angeles County Office of Education since July 2011), Chief Probation Officer Jerry Powers, and Jessica Chandler, representing system youth. García then asked ECC members and the audience to introduce themselves.

ECC Blueprint

Trish Ploehn reviewed the one-page schematic of the Education Coordinating Council's *Blueprint for Raising the Educational Achievement of DCFS and Probation Youth*, which is attached to and made a part of these minutes.

Budget Impacts on Education

Next week, the superintendent of the Los Angeles Unified School District, John Deasy, will bring a budget to the LAUSD board that calls for \$543 million in cuts—a number that may increase to as much as \$780 million if state efforts to raise revenue are unsuccessful. (Several November ballot initiatives are in process, and LAUSD is also considering a parcel tax.) These cuts could mean the loss of 10,000 jobs and five weeks of school time, plus the elimination of the district's adult school program—retaining only \$16 million in services specific to diploma attainment—and the elimination of the School Readiness Language Development Program (SRLDP), the state-run preschool program that LAUSD has continued to fund even after the loss of state support.

“Over the past five years,” said Chair Garcia, who is also president of the LAUSD board, “LAUSD has suffered \$2.8 billion in cuts, and it’s not getting better. We are trying to do everything possible, but continuing to ask people to do more with less means that the growth in proficiency we’ve recently seen may not be sustained. March 15 is when we must send reduction-in-force notices to 5,400 teachers and administrators—and then work to see if we can reduce that number.”

The budget situation calls for increased partnerships between education and other systems, and Garcia encouraged everyone to vote locally or statewide for more revenue to schools. “California was forty-seventh in the nation last year in per-pupil spending,” she noted. “The LAUSD budget lists our number as \$7,000 per student, but in fact we actually get only about \$4,500 per student because of deferred payments owed from the state—payments that add up to \$900 million to LAUSD alone, not to mention other districts. We all need to ask ourselves how we’re spending the money we do have, and how we can act together to meet the basic standards of education.”

Pomona Unified School District is looking at cutting between \$18 and \$28 million, Fernando Meza reported. The community passed a bond issue a couple of years ago, but those funds can be used only for school construction. “We’re struggling,” Meza admitted.

According to Renatta Cooper, the situation in the Pasadena Unified School District is similar to that of LAUSD, although the numbers are smaller. “We’ve sustained \$23 million in cuts over the past four years,” Cooper said, “and are looking at \$7 million more this year. We can’t continue to push people the way we have been for positive educational outcomes. Especially with the high numbers of private schools in the Pasadena area, if we eliminate our early childhood education options, for instance, we fear that we’ll lose kids completely to the private system. The SRLDP model is excellent, but expensive.” Both city government and the school district in Pasadena are considering parcel and sales taxes to generate additional resources. “It is the worst of times,” Cooper said. “And I can’t even remember the best of times.”

Garcia urged ECC members to stay informed and keep talking to others about the impact of budget cuts on education and services to young people. “Together, we can act as a collective for the rights of kids to their future,” she said.

School Attendance Task Force Report

“A sign in one of our dependency courts,” Judge Michael Nash began, “says, *Education is our passport to the future, for tomorrow belongs to the people who prepare for it today*. And it’s clear that to obtain that passport, one must go to school. Each year, the juvenile courts in Los Angeles County see over 150,000 kids and their families through our three divisions—delinquency court, dependency court, and informal juvenile and traffic court. The overwhelming majority of these young people are of school age, and a large number of them have educational issues. The ECC was created in 2004 by the Los Angeles County Board of Supervisors to bring together the courts, county agencies, school districts, and other stakeholders to do what we can to raise the educational achievement of foster and probation kids, and all who appear before the juvenile court.”

Until recently, one area that lacked a significant coordinated focus was whether or not students were attending school. To address that, the Truancy Task Force—since renamed the School Attendance Task Force—was created in late 2010 under the auspices of the ECC. “Attendance is a big problem,” Nash continued. “At one meeting, we learned that LAUSD had more than 180,000 kids with school attendance issues, and, although it’s certainly the largest, LAUSD is only one of 81 school districts in our county. The task force brought together an incredible group of dedicated, persistent, aggressive, caring folks to look at this issue. As Voltaire said, *no problem can withstand the assault of sustained thinking*, and the thinking of these people has begun to make a difference, even though we have a long way to go.” Nash expressed special appreciation to Sharon Watson, the task force’s facilitator, who has served the children and youth of Los Angeles County for many years in several different capacities.

After examining various local approaches to improve school attendance and starting to review efforts in other jurisdictions as well, task force members developed recommendations that are primarily focused on youth before the informal juvenile and traffic court. “That division sees more kids than all the other courts combined,” Nash said. “Over 100,000 every year, with thousands cited for school attendance violations—truancy, loitering, daytime curfew, whatever it’s called, they’re not going to school. We all agreed that the current approach of imposing onerous fines is not appropriate. It’s punitive and it places an enormous burden on families. Plus it’s simply not working. We wanted to get the courts to interact with kids and families in more positive ways—ways designed to help them succeed, to encourage them to go to school, and to reward them for doing so.”

Part of the confusion, Sharon Watson said, is that even the definition of truancy is complicated, requiring an entire page of legal and research explanations in the task force’s written report. “At the first meeting, though, task force members agreed that truancy is just the tip of the iceberg,” Watson went on. “It results from other problems—it’s not the problem itself. And criminalizing truancy with citations and fines isn’t working. It needs a comprehensive approach, with different solutions for different communities, causes, and age groups, with school engagement as a key component. The beauty of this task force was that we learned to communicate with each other across agendas and viewpoints to develop this series of recommendations. It’s one of the most collegial groups I’ve been involved with in a long time, with its ‘eyes on the prize’ of school attendance. Many thanks to Judge Nash for his vision and leadership. We hope the full report can serve as a model for other regions who want to do what we’re doing.”

- Fourteen of the recommendations apply to **schools**, including universal strategies such as making school sites welcoming and safe, partnering with families on attendance issues early and often, and creating a strong attendance-data collection and dissemination system that helps target interventions in real time and that also tracks school-initiated exclusions such as suspensions, expulsions, and push-outs. Particularly in the early grades, positive absence-prevention and attendance intervention efforts are vital.
- The informal juvenile and traffic court process should be reformed to focus on solutions and supports rather than fines and court appearances, and judicial officers in other divisions should encourage school stability. The **courts** should also ferret out the root causes of individual students' truancy and address those, rather than offering blanket solutions.
- With regard to **law enforcement**, directives from both the Los Angeles Police Department and the Los Angeles School Police Department eliminating truancy sweeps and ticketing—put into place last fall—are included in the full report's appendices, as is a proposal before the City of Los Angeles to amend its municipal code. "At our very first task force meeting," Watson recalled, "[LAPD] Assistant Chief Paysinger said, 'Truancy is not a crime.'"
- **Municipalities** need to memorialize best practices in their ordinances, require data collection, and coordinate with school districts.
- **Parents, guardians, and caregivers** need to be advocates for their youth, familiarize themselves with the school system, and participate in school committees and other functions.
- **Communities**, which are already doing a lot, need to continue to work with schools to create safe passages for students, use school campuses for community activities, clubs, and organizations, and offer an array of services to students, families, and others in their areas.

(Watson announced that the Request for Proposals for a dozen youth worksorce centers in high-need neighborhoods has been released by a partnership between LAUSD and the City of Los Angeles's Community Development Department, and responses are now being evaluated.)

During the upcoming year, the School Attendance Task Force plans to identify tools for judicial officers to use in court—possibly working with the Metro Transit Authority and private philanthropy to obtain free transit passes for youth, especially in low-income communities—and to publish a resource guidebook showing the 81 school district in Los Angeles County how they can implement the task force recommendations. Work groups will be established to flesh out actions to accomplish the sharing of attendance data and designing a public service announcement or marketing campaign around the importance of school attendance.

"We now ask ECC members to adopt the task force's recommendations," Watson concluded, "take them to heart, implement them with your groups, then report back to us on your progress. All task force materials, including the report in full and its executive summary, are posted on the ECC website, and we're happy for you to disseminate them widely."

"This report is only the beginning," Nash added. "The problem didn't occur overnight and it won't be fixed overnight, either. There's no one solution that works for everyone. We'll continue

to study our efforts to see if they're working and where they need expanding or tweaking, and we hope to make progress in helping our kids and improving our communities."

In answer to a question from Helen Kleinberg, Nash explained that the concept of court-ordered community service—an adjunct to monetary fines—has historically been applied somewhat at the whim of the individual judicial officer. "The way it's set up," Nash said, "a fifty-dollar fine, with assessments, can turn into a four-hundred-and-fifty-dollar fine. And the way that community service has been computed in the past has required large numbers of hours, and it was quite onerous for kids to comply with. We want them to be accountable for what they did, but we want to design ways for them to succeed, not be more likely to fail." The courts work with community agencies to ensure that slots exist where youth can put in the hours they are sentenced to.

Renatta Cooper echoed the appreciation expressed for Nash's leadership. "Just last week, one of our school officers talked to me about feeling bad about citing kids for truancy," she commented, "so the timing of this report couldn't be better." Cooper was intrigued by the differences between the Alhambra and Baltimore models detailed in the full report, and their emphasis on data. "We need to make kids *want* to come to school," she stated. "That has to be the connection."

Debra Duardo, a task force member from the Los Angeles Unified School District, also thanked Nash for his leadership. "And I'd particularly like to say how happy I am that we changed the name of the group to 'school attendance' instead of 'truancy,'" she mentioned. "We all need to work together to get the community to understand that when kids don't come to school, it affects all of us. And it starts early. Overall, one in ten kindergarten students are chronically absent, which means that they miss more than a month of school in a year. In LAUSD, that number rises to one in five, and with African-American students, it's one in three. We've got to target parents and help them understand that good attendance matters, and provide them resources, guidance, and support, rather than take a punitive approach."

Watson noted that 'truancy' means only unexcused absences, while 'attendance' covers excused absences as well, such as being out of school for medical appointments. "It's the right term," she said. Certain grades and times of year are key for school attendance issues, including kindergarten, ninth grade, and the first year of middle school. And for young children in particular, family health can be a major factor in attendance, since waits at clinics and hospitals are so long that parents often take their children with them simply because they don't know when they'll be home.

"When you know *why* there's an attendance issue," Mónica Garcia said, "you can figure out what to do for the child who isn't sick, for example, by finding child care support or linking with another parent or safe place in the neighborhood. As LAUSD moved to schools being accountable for their per-pupil funding, those schools found ways like that to support their families. When people on the ground are accountable for their budgets, they can be super-aggressive."

With looming budget cuts, Jessica Chandler inquired about preschool or kindergarten programs that function only for partial days. Parents with jobs that extend beyond the hours their children are in school may wonder if it might make more financial sense for them to stay home. For the coming year, Garcia said, LAUSD will continue to offer full-day kindergarten, but she did acknowledge that fewer services overall will exist for families and students, especially with the

planned discontinuation of adult school and its job-related, parenting, and second-language-acquisition programs.

An audience member related the troubles she had with schools her two sons attended—one boy was diagnosed with ADHD and kept getting suspended from preschool and kindergarten, while the other was hospitalized for mental health issues three times during his senior year and received conflicting messages about whether or not he could join his class onstage for the graduation ceremony. “Parents need education and help in understanding how to work with the system,” she said, “particularly parents of emotionally disturbed students and those who have IEPs [Individualized Education Plans]. Parents just don’t understand that attendance is important.”

Brenda Parks, representing Aubrey Manuel, pointed out that the recommendations for parents, guardians, and caregivers cover procedures that are already in place, and asked if caregivers had helped write that section. Eight or nine of the task force members were representatives of community organizations such as Living Advantage, Watson explained, but parents and foster parents were not directly involved. And even though certain elements may indeed be in place, Nash added, “they’re certainly not there to the degree of consistency we’d like to see. We apologize if anyone representing different entities or groups feels we excluded you from the task force—that was definitely not our intention. We want to be as inclusive as possible, and you’re very welcome to be part of the process. The next meeting of the School Attendance Task Force is on March 6 at noon at the Children’s Court in Monterey Park. We’d be happy to see you there.”

Helen Kleinberg moved that the ECC formally adopt the report of the School Attendance Task Force, *A Comprehensive Approach to Improving Student Attendance in Los Angeles County*. Fernando Meza seconded the motion, and it was unanimously approved.

Probation/Los Angeles County Office of Education/Department of Mental Health School Improvement Update

Arturo Delgado, superintendent of Los Angeles County schools and head of the Los Angeles County Office of Education for the past seven months, outlined the settlement arrangement for a lawsuit filed against probation schools maintaining that incarcerated students fail to receive an adequate education. (In the probation camps and juvenile halls, the Probation Department is in charge of the physical facilities while LACOE provides education services.) “The Board of Supervisors placed LACOE in charge of the comprehensive education reform committee,” he said, “and instructed me to give it my first attention.” Planning and strategic teams are currently moving forward with the implementation of a 35-point reform plan.

As incoming Chief Probation Officer—on the job for the past two months—Jerry Powers has met with Delgado and made the commitment that the Probation Department will not be an obstacle to education reform activities. He reported that a vocational education room is nearly ready to open at Challenger Memorial Youth Center, that probation officers are now assisting teaching staff to maintain a safe environment in camp classrooms, and that the reform effort is starting to address the high percentage of substitute teachers in the camp schools, making aggressive efforts to reduce those numbers.

Coming to LACOE from a K–12 background, Delgado’s initial inclination was to look at the academic programs in the camps and halls. He has challenged staff with four slogans to change their thinking:

- **Every teacher is a reading teacher.** Many probation students are far behind in their reading abilities, and teachers are charged with helping them or getting them help if they cannot read.
- **Every lesson is a math lesson,** incorporating mathematic components.
- **Every activity has a purpose.**
- **Every adult is a student advocate.**

In addition, LACOE wants to realign teachers’ contracts so their work calendar matches student needs; as Powers mentioned, the prevalence of substitute teachers remains an issue because teachers take vacation and sick days throughout the year—no downtime exists in the current academic calendar. Delgado hopes that the vocational education program will make a difference in how students think about their future, and also mentioned a credit-recovery program that is in the final contracting stages. “Many kids are far behind in what they’re doing,” he said, “and we need to help them catch up in very short chunks of time. We’re setting up a lab to allow students to accelerate those activities.”

Delgado believes that LACOE and Probation work together very well. “We have to be strong partners,” he said. “We’re sharing information and allowing Probation access to computerized student information, and we’re also doing much better with our record-keeping showing that students are in class. The percentages jumped in such a short period of time that we suspect students were always in class, but we were not holding teachers accountable for keeping track of that.”

Bryan Mershon, deputy director of the Department of Mental Health’s systems of care for the past 15 months, reported on that agency’s collaboration with LACOE and Probation in the education reform area. Mental health staffing in probation camps has been increased, in part as a result of funding from the Mental Health Services Act and the state’s Youth Offender Block Grant, and DMH staff are training LACOE staff. The heightened clinical and psychiatric contact has increased student attendance at school, decreased youth-on-youth and youth-on-staff violence, and allowed for more conjoint treatment planning, family-based treatment, and after-care planning, plus an increased participation in IEPs. The integrated treatment model at Challenger is coordinated at the point of a youth’s entry and involves multidisciplinary team meetings for assessment, ongoing collaboration, and more family involvement. Youth Offender Block Grant dollars fund an adapted dialectical behavior therapy pilot at Camp Onizuka, Mershon said, that has also produced positive behavioral changes.

In her visits to the probation camps, Helen Kleinberg has noticed students being pulled out of academic classes to go for mental health treatment. “Once even the teacher seemed surprised,” she reported. “A reading tutor was there and they were all set up, and then the kid got grabbed. The pull-out programs should definitely be looked at. We’re thrilled to have mental health in the camps, but there is a balance, and the teacher must be on board. The Department of Mental Health isn’t part of the lawsuit, but that coordination is very important.”

With regard to instruction in the camps, Kleinberg has also observed “some good teachers and some not-so-good teachers,” as she put it. She asked about possible merit pay for effective teachers and peer-group work or team teaching to help those who are less effective. Bruce Saltzer also asked about accountability for poorly performing teachers and the possibility of removing them from serving the highest-need students.

Delgado sees the instructional-quality issue as a systemic one, in that most camp schools have teachers who are credentialed in multiple subjects; however, if they are good at teaching math, for example, they become specialists in that area. “We need to retool teachers for more than just one subject area,” he said. “We have coaches for them and we’re taking them out of the classroom for training, but of course that then increases the need for substitute teachers. The calendar needs to change.” Incentives for teachers is another area in which negotiation must take place with the teachers’ association. “We have good people and we’ve established a new mission for them—student achievement, not just student housing,” Delgado said. “It’s a very big ship we’re trying to turn in a very short time, and we have little patience for delays. We’re moving in the right direction.”

Jessica Chandler received her high school education under the auspices of the Probation Department, and remembers that all students had IEPs even though they may simply have had emotional issues rather than actual learning disabilities. She applauds the idea of the new career learning center feeding students into technical schools and community colleges, but wonders if young people will truly be prepared for those venues. “With my high school diploma, I didn’t learn algebra and geometry,” she said. “It took me an extra eighteen months to earn my AA [associate of arts degree]. I did *not* get a good education. Even at the outsourced schools, the level of education wasn’t great. Especially with a career push, we need to make sure that probation kids get both a high school diploma and a high school *education*.”

Delgado admitted that Chandler’s experience was the reason a lawsuit was filed in the first place. “The days of lip service to make things look nice are gone,” he said. “The goal of placing kids in camps is to help them become responsible citizens. That’s our mission for the future.”

Countywide Expansion of the Gloria Molina Foster Youth Education Program

Eric Marts from the Department of Children and Family Services reported on the significant positive results seen—especially in high school graduation and college enrollment—with students participating in the Gloria Molina Foster Youth Education Program, which was created by the First Supervisorial District, the ECC, DCFS, and other stakeholders to address the tremendous barriers to their educational goals that foster children face. The Board of Supervisors recently asked DCFS and Probation to expand the program, adding 20 social workers (five per supervisorial district) to the project at schools with significant populations of system youth. Marts thanked Carrie Miller for her help with the program expansion, which is set to begin July 1.

The Probation Department’s Sharon Harada acknowledged Gloria Molina’s leadership in providing the opportunity to expand the project to probation youth. Leveraging funds through the Title IV-E waiver, Probation has entered in to a \$450,000 contract with an educational community-based organization to serve 300 youth (60 per supervisorial district) in school districts and at

school sites identified on a case-by-case basis. The focus will be on educational assessments and case planning, as well as tutoring and mentoring services.

Jorge Garay, the recently appointed program manager for the GMFYEP, is very excited by the results of work being done by the program's school-based social workers. "It all goes back to collaboration," he said. "They're working closely with tutors, school partners, case-carrying social workers, caregivers, the youth themselves. They come up with great plans to address the needs of each student, particularly in the area of credit recovery. And we, too, are looking at the issue of pulling kids out from the classroom. We want them to participate in tutoring, for example, but we want that to have the least impact possible on the youth's schooling. Usually there's a 'zero' hour or a particular subject where they can afford to be out of class one or two hours and week, and we target those."

To date, the GMFYEP's focus has been on high schoolers in grades 9 through 12, although a remediation program has also done outreach to some middle schools, with interning social workers responsible for assessments and case planning. René Gonzalez said that LAUSD has asked the program to consider moving in to elementary schools. "Some of ours have DCFS populations as large as those in the high schools," he noted. "Early intervention is important, and we'd love to look at that." The ultimate goal of the program, Carrie Miller stated, is to reach all the way down to the kindergarten level.

Mónica Garcia mentioned that the siblings and families of the high school participants are also positively affected by the program, and she is excited about the expansion. "[LAUSD Superintendent] John Deasy and I met with Gloria Molina and she asked for our support and coordination. As schools are identified, it would be great to get that information before the July 1 start time."

A written report on the results of the GMFYEP will be made available to ECC members.

Executive Director's Report

Trish Ploehn highlighted items in her director's report, which is attached to and made a part of these minutes.

- Carrie Miller reported on the county's self-sufficiency initiative, which began in March 2010 to develop ways for youth aging out of the child welfare and juvenile justice systems to become self-sufficient. "The effort needs to start the minute they enter the system," Miller said. "We must plan for them to achieve success in four areas: permanency/housing, social and emotional well-being, education, and career/workforce readiness." A 56-point action plan—presented to the ECC last year and adopted by the Board of Supervisors—was completed this past November. Phase two of the plan is to institutionalize the alliances created among 12 county departments and agencies, bringing in community partnerships and ensuring a public/private effort for youth to get what they need. "We should have the planning for that phase wrapped up by this April," Miller told ECC members, "and we'll report our progress to you."

"The best way for youth to achieve self-sufficiency," Judge Nash commented, "is for us not to let them age out within the system. We need to redouble our efforts to ensure that every youth

achieves permanency before that happens. We're entering a dangerous period right now because of the implementation of AB 12 and AB 212, which allow us to keep youth in the system to age twenty-one. If we don't continue to emphasize the fact that our primary goal is permanency, and enhance our efforts to achieve that for every young person, we'll just have more and more older kids in the system, and it will sink of its own weight. It's nice to extend the age, but that shouldn't diminish the urgent need we still face to develop permanency options."

Fabricio Segovia, a former foster youth who sits on the self-sufficiency committee, agreed with Nash. "Laws that allow more resources for youth up to age twenty-one may not be giving us the outcome we want of self-sufficiency," he said. "As foster kids, once in a while we fail and we need to have a lifeline set up. My input has had great impact on the committee and I look forward to continuing its work."

- "If it's possible," Trish Ploehn said, "the quintessential form of permanency is having children stay safely in their own homes. *Strengthening Families*, a new initiative designed to integrate services and service delivery systems to that end, was formally kicked off a week ago, and is intended to keep children with their parents whenever that can be done safely, and to educate parents on how to parent, protect their children, and ensure a healthy and stable home environment."
- Finalized language mandating the sharing of data within the juvenile justice system was presented at the last ECC meeting, Miller said, and that language is now being entered into court computer systems to appear in each minute order for bench officers in the delinquency division. The next move is to create an electronic database.
- With regard to ECC staffing, Ploehn explained that the two existing positions—director and staff person—are both vacant, but the Chief Executive Office has both the authority and the funding to fill them. A list of candidates has been gathered and interviews for ECC director will begin soon. "This is a critical position, however," Ploehn said, "and it requires special skills. If this interview process is not successful, a specialized bulletin will go out and more candidates will be identified. We hope to have both positions filled within three to four months." In the meantime, Carrie Miller and Trish Ploehn will continue to share responsibility for the ECC. In addition, ECC's contracting funds ran out at the end of 2011 and no way exists to replenish them. Ploehn expressed appreciation to Evelyn Hughes, who is preparing the minutes of today's meeting as a volunteer.

Member/Staff Updates

- René Gonzalez said that LAUSD's data-sharing section has begun a process with the Department of Children and Family Services to develop an electronic portal, so that academic data need not be physically transferred by disc any more. A second phase is planned that will allow a computerized marker to be entered to indicate whether data-sharing has been authorized via minute order or through a parent or guardian's consent.
- Jessica Chandler announced a series of focus groups to be led by youth ages 16 to 19 who are a part of the California Department of Social Services' State Youth Council, a piece of AB

12's implementation calling for youth representation and voice. She asked ECC members' help in identifying young people to participate.

- The annual LAUSD parent summit will take place at the University of Southern California on May 5.

Public Comment

- The annual Caregivers Appreciation Luncheon will be held the second Wednesday in May, and Aubrey Manuel will bring flyers to the next ECC meeting. "Last year, a hundred and twenty-two foster parents attended," Brenda Parks said, "and this year we'd like to see more."
- Barbara Lott-Holland from the Community Rights Campaign announced that at its February 13 meeting at the Van Nuys Civic Center, the Los Angeles City Council will consider Tony Cárdenas's amendment to the city municipal code with regard to truancy sweeps and ticketing. The initiative will first appear before the Safety Committee and then move to the full council, and a unanimous adoption is hoped for. Lott-Holland invited everyone to support the amendment, in person or by letter to Councilman Cárdenas and the rest of the members of the Los Angeles City Council, and thanked LAUSD for its resolution in support of the amendment.

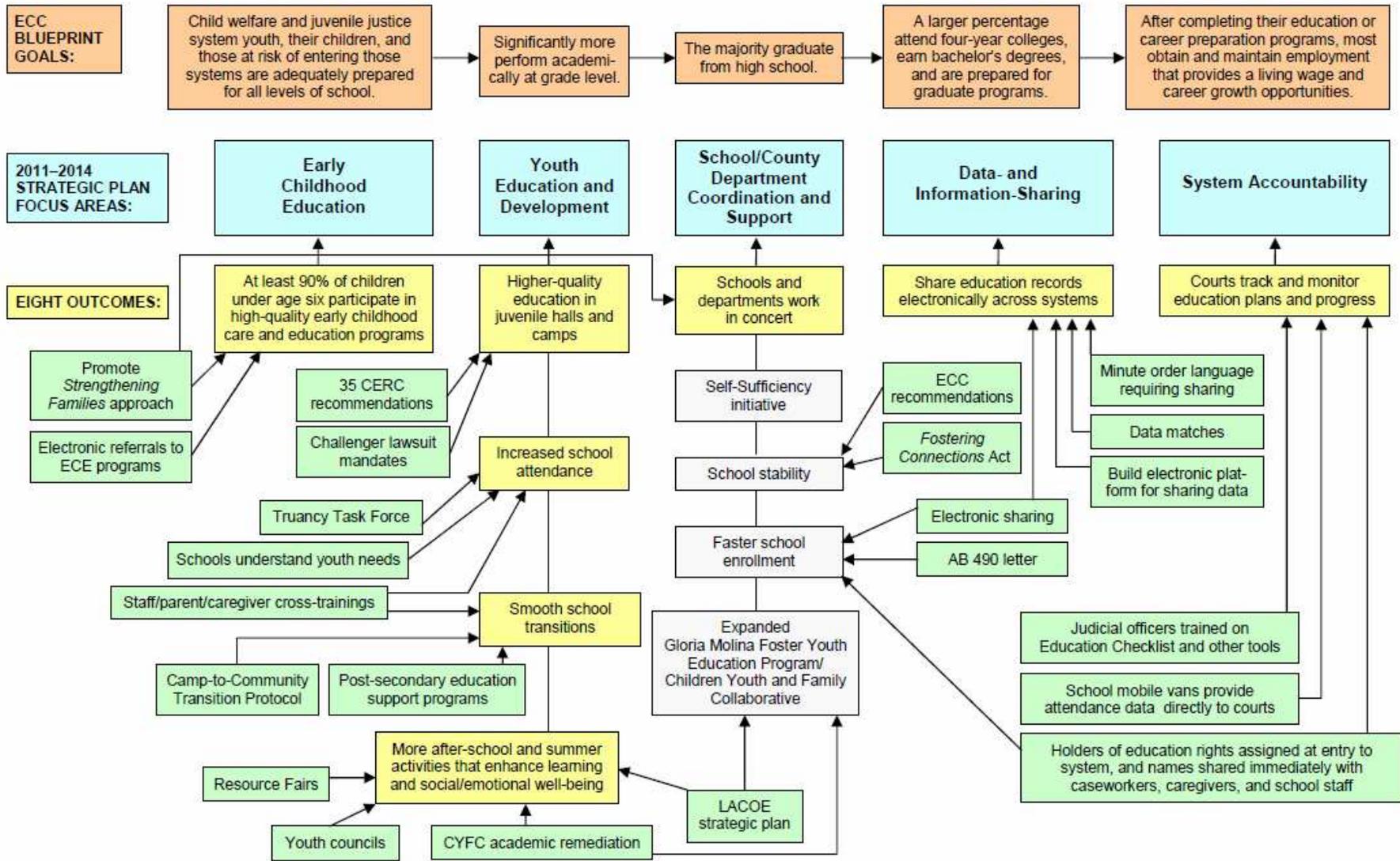
Next Meeting

The next ECC meeting is scheduled for:

Thursday, May 24, 2012
9:30 a.m.
The California Endowment
1000 North Alameda Street
Los Angeles, CA 90012

There being no further public comment, the meeting was adjourned at 11:25 a.m.

Education Coordinating Council Blueprint for Raising the Educational Achievement of DCFS and Probation Youth



REQUIRES:	Strong, inclusive, visible, collaborative structure positioned to bring people together over time	
SEVEN BASIC AGREEMENTS:	<ul style="list-style-type: none"> ✓ Everyone understands the central importance of education for foster and probation youths' well-being and permanence. ✓ Everyone accepts and maintains high expectations of system youth. ✓ A strong investment in prevention is fundamental all along the education continuum. ✓ Pay attention to and address early on any factor affecting educational success. 	<ul style="list-style-type: none"> ✓ School stability must be strongly considered when making school and placement decisions. ✓ Parents and caregivers must be involved in all aspects of their children's education. ✓ A shared understanding of educational responsibility among all partners must be in place, and all must be held accountable.



Executive Director's Report

February 2, 2012

Self- Sufficiency-Phase 2/A Countywide Implementation and Institutionalization

This initiative is working to ensure DCFS and probation youth, ages birth to 21, achieve success across the four areas of: permanency/housing, education, career/workforce readiness, and social and emotional well-being, as soon as they come into contact with our County system. The 56-point Self-Sufficiency action plan that was approved by the Board of Supervisors last March has been completed by all twelve participating County departments or County-affiliated agencies. Efforts have begun on phase 2 of the initiative, which is determining the most effective means for institutionalizing the work across County departments and community partners.

Strengthening Families Approach

Strengthening Families is an approach designed to serve families by helping them become strong, capable and stable. It includes supporting and serving parents so they can, in turn, do a good job at protecting and raising their children. The approach is based on collaboration and the integration of services and service delivery systems. The Strengthening Families Approach formal kick-off for Los Angeles County occurred on 1-26-12 and was attended by the LA County CEO, a number of department heads and their staff as well as local philanthropy. Presentations were provided by experts in the subject from Illinois and Washington, D.C. A learning community is being created to assist with the implementation of this approach throughout the County.

Juvenile Justice Educational Data-Sharing/Court Minute Orders

The Juvenile Court has approved language that will be inserted into delinquency court minute orders that directs school districts to share the education records for these students with the Probation Department and the Juvenile Court. The language is currently being added to delinquency court bench officers' computers so that the language can be added electronically. This process mirrors the one completed for dependency court bench officers last year. It is a significant step forward in ensuring that those responsible for monitoring the educational outcomes of these youth receive the information they need in order to do so.

ECC Staffing

Los Angeles County ECC staff consists of an ECC Director and a Chief Program Specialist. Currently both of those items are vacant. We have funding and authority to hire but, until recently, we did not have an active list of potential candidates. One list is now available and we are in the process of beginning the interview process for the ECC Director. We hope to have that position filled in the next couple of months and the second item shortly after that. Until such time as we have an ECC Director, Carrie Miller and Trish Ploehn will continue to share responsibility for the ECC.