



Wednesday, September 2, 2020 • 12:00 p.m. – 2:00 p.m.
Microsoft Teams

To join virtually online: https://teams.microsoft.com//meetup-join/19%3ameeting_YjlyZDIxOTMtYjE0Mi00N2Y5LTg3NGYtMjUyMjM3OTkyMmU5%40thread.v2/0?context=%7b%22Tid%22%3a%2207597248-ea38-451b-8abe-a638eddbac81%22%2c%22Oid%22%3a%22b7586cd5-04a5-4d70-975c-229e0917e659%22%7d

To join via telephone: +1 323-776-6996 United States, Los Angeles (Toll); Conference ID: 695 309 142#

Reimagining an Equitable Early Care and Education System for Providers and Families

AGENDA

- | | | |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| 1.
12:00 | Welcome and Introductions
<ul style="list-style-type: none"> ▪ Opening Statement and Comments by the Chair ▪ 2020-21 Theme ▪ Roll Call of Members/Alternates and Guests | Julie Taren, Chair

Erica Weiss, Staff |
| 2.
12:10 | Approval of Minutes Action Items
<ul style="list-style-type: none"> ▪ June 3, 2020 ▪ Roll Call of Members/Alternates | Ernesto Saldaña, Vice Chair

Erica Weiss |
| 3.
12:15 | Reimagining Our Work | Ernesto Saldaña |
| 4.
12:30 | Role of the Child Care Planning Committee in Response to COVID-19: Elevating Issues, Contributing Expertise | Michele Sartell, Staff |
| 5.
1:00 | Re-envisioning Early Care and Education During a Public Health Crisis: Operationalizing Public Health Guidance into Best Practices | Julie Taren |
| 6.
1:30 | Workforce Pathways LA
<ul style="list-style-type: none"> ▪ Supporting the Early Care and Education Workforce ▪ Role of the Child Care Planning Committee | Debra Colman, Director, Office for the Advancement of Early Care and Education |
| 7.
1:50 | Announcements and Public Comment | Ernesto Saldaña |
| 8.
2:00 | Call to Adjourn | Julie Taren |

Next Meeting – Wednesday, October 7, 2020

Virtually via Microsoft Teams

VISION STATEMENT

Children are healthy, thriving and have equitable opportunities to achieve optimal development and succeed in life.

MISSION STATEMENT

Lead, build and strengthen an affordable and high-quality early care and education system for the children and families of Los Angeles County.

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Child Care Planning Committee

September 2, 2020



MEETING AGENDA

- Welcome and Introductions
- Approval of Minutes – June 3, 2020
- Re-imagining Our Work
- Role of Child Care Planning Committee in Response to COVID-19: Elevating Issues/Contributing Expertise
- Workforce Pathways LA
- Announcement and Public Comment
- Adjourn

WELCOME AND INTRODUCTIONS

- Opening Statements and Comments by the Chair
 - 2020-21 Theme
- Roll Call of Members/Alternates and Guests

APPROVAL OF THE MINUTES JUNE 3, 2020

RE-IMAGINING OUR WORK



COUNTY OF LOS ANGELES



POLICY • PLANNING • PRACTICE

ROLE OF CHILD CARE PLANNING COMMITTEE IN RESPONSE TO COVID-19: ELEVATING ISSUES, CONTRIBUTING EXPERTISE

ROLE OF PLANNING COMMITTEE: CONTRACT DELIVERABLES

- Conduct Countywide Needs Assessment – every five years
- Development Countywide Plan – every five years
- Prepare LPC Local Funding Priorities - annually
- Facilitate Voluntary, Temporary Transfer of Funds – (bi-) annually
- Collaborate and Foster Partnerships
- Serve as a Forum on Issues



ROLE DURING COVID-19

- Coordinating an Emergency Response in partnership with Local Child Care Resource and Referral Agencies (Child Care Alliance of Los Angeles)
- Tracking Capacity and Vacancies to Serve Health Care and Other Essential Workers
- Ensuring Access to Financial and Consumable Resources
- Conducting Research on Behalf of the Department of Public Health



ROLES DURING COVID-19

- What are additional roles of the Planning Committee?
- What challenges and opportunities should the Planning Committee be addressing?
- What are the policy issues that need to be elevated?



RE-ENVISIONING EARLY CARE AND EDUCATION DURING A PUBLIC HEALTH CRISIS: OPERATIONALIZING PUBLIC HEALTH GUIDANCE INTO BEST PRACTICES

FINAL REVIEW OF DRAFT TIPS FOR BEST PRACTICES FOR FAMILY CHILD CARE HOMES AND CENTERS

- Introduction
- Final Review Elements and Sub-elements
- Resources
- Comments/Questions
- Closing

BACKGROUND

- Task Force convened by the Planning Committee – July - August
- Comprised of Planning Committee Members and Non-members Representing Early Care and Education
- Sub-committee Representing the Los Angeles Family Child Care Providers United
- Two handbooks – Centers and Family Child Care Homes

INTRODUCTIONS

To handbooks:

- Purpose: Operationalize Public Health Guidance for Early Care and Education

- Target Audiences: Crafted by and for the Early Care and Education Community
 - Centers
 - Family Child Care Homes

- Nexus of Health and Safety and Nurturing Children’s Overall Well-being in Partnership with Families

- Section introductions



FORMAT

Public Health Guidance	Tips for Best Practices
Enhancing Health and Safety Practices	
<i>Cleaning and Disinfecting</i>	
<ul style="list-style-type: none"> ▪ Cleaning and disinfecting are two separate steps in the clean-up process. <ul style="list-style-type: none"> ○ Cleaning is aimed at removing germs (including viruses), dirt and impurities from surfaces. Cleaning doesn't kill germs, but it reduces risk of infection by reducing the number of germs on the surface. ▪ Disinfecting, on the other hand, doesn't necessarily make the surface look clean, but it does reduce risk of infection by killing germs on the surface. The stronger the disinfectant and the longer it stays on the surface the more germs it will kill. (See https://www.cdc.gov/coronavirus/2019-ncov/community/home/cleaning-disinfection.html). ▪ For cleaning: <ul style="list-style-type: none"> ○ Warm water and soap are effective for cleaning. They remove germs, dirt, and impurities from surfaces. ○ If you don't have soap, use another detergent with water. ▪ For disinfecting: <ul style="list-style-type: none"> ○ Use a commercial EPA-registered disinfectant if one is available. An alternative is a bleach solution: 5 tablespoons (1/3 cup) bleach per gallon of water or 4 teaspoons bleach per quart of water. ○ Alcohol is an effective alternative when another disinfectant is not available. ○ To reduce risk of asthma among children and staff, try to use disinfectant products on the EPA's N list with asthma- 	<p><i>Enhancing health and safety practices is a fundamental to preventing and spreading any illness or virus. It is necessary to develop, implement and revise as needed a plan for operating in a public health crisis to ensure healthy practices at the same time maintaining the integrity and high-quality standards of your program.</i></p> <ul style="list-style-type: none"> ▪ Prepare each day a new disinfectant solution of bleach and water in a spray bottle that is clearly labeled with its contents; use this same bottle only for the bleach and water solution. Note that mixing certain chemicals are toxic and dangerous. Pour out the solution at the end of the day as bleach once mixed with water loses its effectiveness after 24 hours. ▪ Create cleaning and disinfecting stations for non-consumable materials and assign a staff member to manage the cleaning of the materials throughout the center; use a timer to allow adequate dry time of disinfected materials as recommended by the manufacturer's instructions.

Tips for Best Practices In Early Care and Education During a Public Health Crisis – Centers

HANDBOOK ELEMENTS

- Ensuring the Health and Safety of Early Educators
- Enhancing Health and Safety Practices
 - Cleaning and Disinfecting
 - Protective Wear, Face Coverings and Physical Distancing
 - Handwashing
- Welcoming and Ending the Day – Drop Off and Pick Up of Children



HANDBOOK ELEMENTS

- Re-inventing the Indoor and Outdoor Learning Environments
- Nurturing Children’s Development and Overall Sense of Well-being
- Providing Snacks and Meals



HANDBOOK ELEMENTS

- Naptime
- Engaging Families/Sustaining Community



HANDBOOK RESOURCES

California All	Official State of California Early Learning Handbook, a guide for both parents and providers, including the expanded checklist for opening. https://californiaall.org/home
California Department of Social Services/ Community Care Licensing Division	Provider Information Notices (PINs) targeted to licensed child care programs – centers and family child care homes – is to offer resources and guidance for operating during the COVID-19 pandemic. https://www.cdss.ca.gov/inforesources/community-care-licensing
Center for Disease Control and Prevention	Offers printable posters and graphics on handwashing and preventing the spread of germs, among others as well as other resources for schools and early care and education programs. https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
Child360	Child360's COVID-19 Support Hub lists a number of resources including webinars, sample forms, management bulletins and more. http://child360.org/category/ece-news/
EveryChild California	Provides a list of resources for early care and education programs, including <i>Opening and Re-Opening, A Practitioner Support Guide</i> . https://www.everychildca.org/covid-19-resource-page
Los Angeles County Office of Education (LACOE)	COVID-19 Response - Resources and Announcements - Early Childhood Education – the page has links to an array of resources targeted to providers/teachers, families/parents, and essential workers. https://www.lacoe.edu/Early-Learning/ECE-Covid-19-Resource-Page
Los Angeles County Department of Public Health	<ul style="list-style-type: none"> · Novel Coronavirus (COVID-19) – <i>Guidance for Early Childhood Education Providers</i> (Updated August 5, 2020) · Early Care and Education Exposure Management Plan · Decision Pathways or Symptom and Exposure Screening of Children at Early Care and Education Centers and K-12 Schools <p>Most documents are available in multiple languages at http://publichealth.lacounty.gov/media/coronavirus/guidances.htm#education</p>
Quality Start Los Angeles (QSLA)	QSLA has created a webpage, <i>Coronavirus for Early Educators</i> to make sure that early education professionals have access to high quality resources to support their health, safety, and on-going learning during these closures. New resources are added to the site as they become available. https://qualitystartla.org/coronavirus-resources-earlyeducators/



ACKNOWLEDGEMENTS

Elmida Baghdaserians, Ed.D., Los Angeles Valley College
Alejandra Berrio, Hope Street Family Center
Lisa Cain-Chang, Child Educational Center
Jessica Chang, WeeCare
Fran Chasen, Southern California Chapter – California Association for the Education of Young Children
Kevin Dieterle, First 5 LA
Sandra Flores, Alma Preschool Center
Annette Gladstone, Segray Eagle Rock
LaTanga Gail Hardy, Los Angeles Trade-Technical Community College
Losmeiya Huang, The Growing Place
Toni Isaacs, Partnerships for Articulation, Coordination and Higher Education (PEACH)
Crystal Jones, Crystal Jones Family Child Care
Marcella McKnight, Opportunities Exchange
Ariana Oliva, UniteLA
Dianne Philibosian, Ph.D. California State University,
Laura Ramirez, Child360
Joyce Robinson, Opportunities Exchange
Ernesto Saldaña, Advancement Project California
JoAnn Shalhoub-Mejia, California Federation of Family Child Care Association, Inc.
Julie Taren, Chair, Child Care Planning Committee
Jocelyn Tucker, Foundations for Early Childhood Education, Inc.
Delia Vicente, UCLA Early Head Start
Lisa Wilkin, Child Development Consortium of Los Angeles



ACKNOWLEDGEMENTS

Los Angeles Family Child Care Providers United representatives:

Andrea Rochelle Epps, Andrea's Learning Center

Justine Flores, Flores Family Child Care

Porsche Hillman, Kiddie Kingdom Family Child Care

Micaela Walker, Precious Little Heartbeat Childcare

Verlinda Walker, Precious Little Heartbeat Childcare



NEXT STEPS

- Internal Review
- Finalizing the Handbooks
- Distribution Plan
- Upcoming Presentations
 - ❑ RAND Community Conference on Early Care and Education
– 9/14/20



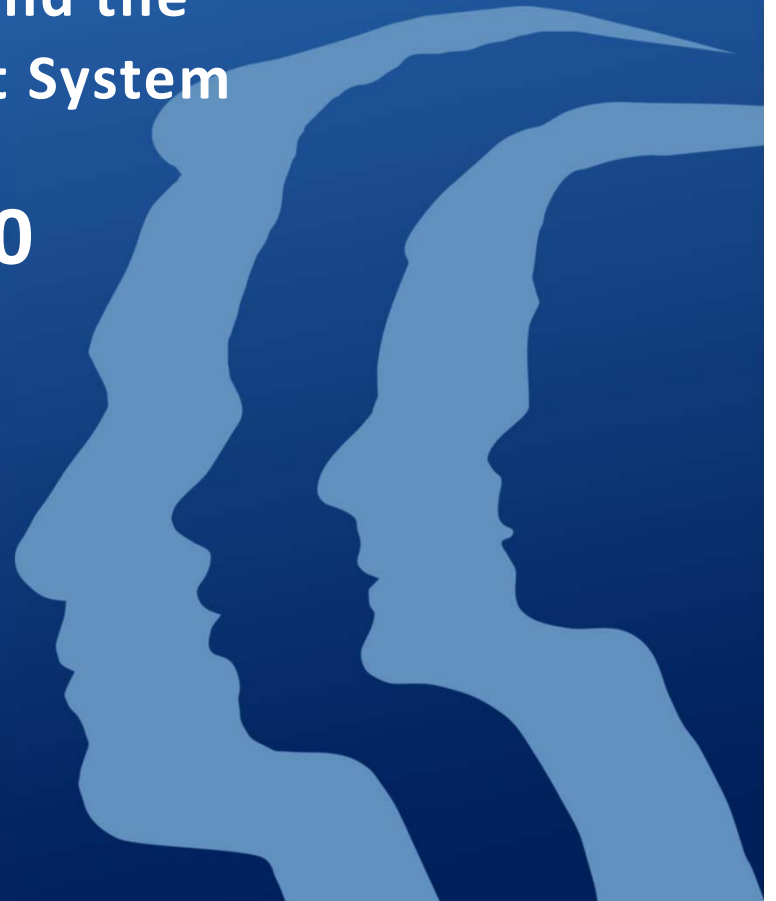
FINAL THOUGHTS/COMMENTS



Workforce Pathways LA

Supporting Early Educators and the ECE Professional Development System

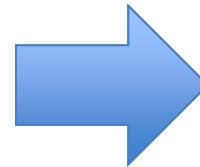
September 2, 2020





Investing in Early Educators Stipend Program (AB 212)

- **Annual Application**
 - Written applications that are mailed or faxed
- **Stipends for Early Educators**
 - College Course
 - Degree



Workforce Pathways Los Angeles

- **Annual Application**
 - On-line application through ECE Workforce Registry
- **Stipends for Early Educators**
 - College course
 - Degree
 - 21 hours of professional development comp
 - First Child Development Permit
- **Connecting early educators to advisement**
- **Support for FCC licensing**
- **Strengthening the professional development system**

Workforce Pathways Goals



- **Licensing/Health and Safety:**
 - Increase the number of license-exempt Family, Friend, and Neighbors (FFN) providers that become licensed
 - Increase the number of licensed ECE professionals in childcare deserts
 - Increase the number of ECE professionals that have completed CCDF health and safety and child development training
- **Permits, Degrees, and Professional Development:**
 - Increase the number of ECE professionals with Child Development Permits
 - Increase the number of professionals with degrees in the early childhood
 - Increase skills, competencies and the ability to provide culturally and linguistically responsive high-quality interactions with young children
- **Workforce Systems Improvement:**
 - Improve systems to increase the number, qualifications, and competencies of professionals within a continuous improvement system.
 - Strengthen partnerships between community agencies, ECE providers, and institutions of higher education, to increase the number, qualifications, and competencies of ECE professionals

- Partnering with the Child Care Alliance of LA, CCIP and Quality Start LA
- Stipends provided for:
 - Completion of health and safety/child development training
 - Obtaining a family child care home license





September – October 2020

- Complete application on-line
 - Early educators must be employed in LA County
 - Must work directly with children receiving a State subsidy
- Set one professional development goal in application
 - Complete 21 hours of CDE funded professional development
 - Complete 3 college course units
 - Complete 6 college course units
 - Obtain first Child Development Permit
 - Achieve AA Degree or BA Degree

January 2021

- Approve participants

Spring 2021

- Approved participants upload verification documents

June 2021

- Stipends dispersed to participants who completed goal

Develop common tools

- Partner with Child 360 and PEACH to develop career and college advisement toolkit

Conduct training

- Provide ECE career and college advisement training for college faculty/staff, QSLA, coaches, R&R/AP and OAECE

Coordinate efforts

- Align advisement efforts with Quality Start LA



Where are we now?

- Assess current professional development landscape

Where do we want to go?

- Develop plan to align and strengthen resources coordination
- Focus on qualifications, workforce compensation, DLL, special needs, and trauma informed care.

How do we get there?

- Convene Local Planning Council Workforce Committee and with QSLA Workforce Committee to operationalize plan.



- Share your questions and comments





Meeting Minutes – June 3, 2020

Members in Attendance (40)				
Parents	ECE Program	Community Agency	Public Agencies	Discretionary
Alejandra Berrio	Norma Amezcua	Samitha Givens	Ranae Amezcuita	Fiona Stewart for Christina Acosta
Jessica Chang	Rocio Bach	Alex Himmel	Anne Blackstock- Bernstein	Kevin Dieterle
Cathy Coddington	Andrea Fernandez	Lisa Cain-Chang for Elyssa Nelson	Eileen Carrillo-Lau	Toni Isaacs
Nellie Ríos-Parra	Sandra Flores	Melissa Noriega	Nora Garcia-Rosales	Kelly O'Connell <i>1st Supervisorial District</i>
Ernesto Saldaña	Nicole Lopez	Ariana Oliva	Angela Gray	Dianne Philiposian <i>5th Supervisorial District</i>
Sachin Sangani	Deborah Paratore	Joyce Robinson	Maria Mora	Kelly Meyers-Wagner for Michael Shannon
	JoAnn Shalhoub- Mejia	Kathy Schreiner	Gabriel Muñoz	Sarah Soriano <i>4th Supervisorial District</i>
	Lisa Wilkin	Diana Esquer for Victoria Tarango		Julie Taren <i>3rd Supervisorial District</i>
		Veronica Torres		Cecelia Urrea
		Roberto Viramontes		

Guests and Alternates: Avis Boyd – Alternate for Alex Himmel, Whitney Leathers – Alternate for Sarah Soriano, Marcella McKnight – Alternate for Joyce Robinson, Gina Rodriguez – Alternate for Kevin Dieterle, Claudia Sosa-Valderrama – Alternate for Roberto Viramontes, and Emma Watson – Alternate for Ernesto Saldaña

Staff: Michele Sartell, Debra Colman, Erica Weiss

1. Welcome and Introductions

Ernesto Saldaña, Vice Chair, opened the Child Care Planning Committee (Planning Committee) meeting at 12:07 p.m. He welcomed members and guests to the meeting held virtually via Microsoft Teams as practices to ensure COVID-19 health and safety are maintained. Ernesto reflected on the challenging times, elevated with the recent attention raised through protests and marches locally and across the nation in response to ongoing policy brutality against African Americans with the most recent murder of George Floyd in Minneapolis. He thanked meeting participants for their presence at the meeting today and expressed hope that their participation on behalf of the children and families we serve every day provides focus and opportunities for creative thinking as we forge through these difficult times.

Julie Taren, Chair, asked Erica Weiss, staff with the Office for the Advancement of Early Care and Education, to take roll of the members and alternates.

2. Approval of Minutes

March 4, 2020

Ernesto Saldaña, Vice Chair, reviewed the minutes from March 4, 2020 and asked for a motion to approve. Kevin Dieterle made the motion to approve the minutes; Toni Isaacs seconded the motion. The motion on the minutes passed with abstentions from Norma Amezcua, Nora Garcia-Rosales, Andrea Fernandez, Deborah Paratore, and Kelly Meyers-Wagner.

May 6, 2020

Ernesto Saldaña, Vice Chair, reviewed the minutes from May 6, 2020 and asked for a motion to approve. Sarah Soriano made the motion to approve the minutes; Andrea Fernandez seconded the motion. The motion on the minutes passed with abstentions from Anne Blackstock-Bernstein and Lisa Cain-Chang.

3. Public Policy

Emma Watson, Co-chair of the Joint Committee on Legislation on behalf of the Planning Committee, referred meeting participants to the budget analysis included in their meeting packets and on the screen. Governor Newsom released his revised proposal for the Fiscal Year (FY) 2020-21 budget on May 14th. The May Revise is a dramatic shift from the optimism of the January proposal when California's economy was strong, the rainy-day fund was the largest in history, and the state was free of debt to one of recovery caused by the impact of the COVID-19 pandemic. The budget is characterized as a blueprint for funding essential priorities that include public health, public education and public safety, and support for those workers and businesses that are the foundation for the economy and its recovery.

With respect to early care and education, the Governor takes back new investments in the early care and education system that were proposed in January and recommends additional reductions in existing programs and services. Emma focused her comments on the items being elevated for proposed recommended pursuits of position to the Board of Supervisors. She added that the recommended pursuits were vetted with the Chairs and Vice Chairs of the Planning Committee and Roundtable for Child Care and Development last week and approved by the Roundtable at a special session held yesterday.

There are three recommended pursuits of position:

- Oppose the Governor's proposed 10 percent cuts to the Standard Reimbursement Rate and Regional Market Rate systems used to reimburse subsidized early care and education services.
- Oppose the Governor's proposal to sweep of the federal Child Care and Development Block Grant (CCDBG) supplemental funds to backfill the General Fund costs associated with COVID-19.
- Advocate for using federal CARES Act funding and redirecting the child care workforce and Infrastructure grant funds, data system funding and reduction to the Early Learning Planning Council to:
 - backfill the proposed rate reductions;
 - continue family fee waivers;

- hold harmless all early care and education programs ensuring that they continue to receive reimbursement for their full contract amount and keep staff engaged in serving children and their families based on FY 2019-20 contract amounts through FY 2020-21;
- assist with COVID-19 group sizes and staffing ratios;
- allocate funding to programs so that they may re-open and stay open; and
- provide professional development related to trauma and other COVID-19 related supports.

While the analysis addresses the Governor’s proposal to shift most early care and education programs, except State Preschool, from the California Department of Education (CDE) to the California Department of Social Services (CDSS), there is no recommended pursuit of position on this item due to concerns that it would detract from the bigger budget items. Rather, the suggestion is to closely monitor this proposal.

Discussion on the item focused on strengthening the analysis with additional background and emphasizing the impact that the proposed cuts to reimbursement rates will have on the survival of programs. Michele asked for input via e-mail that may be integrated into the analysis and included in letters once the Board of Supervisors has adopted a pursuit of position.

Julie Taren asked for a motion to approve proposed recommended pursuits of position in response to the Governor’s revisions to the proposed FY 2020-21 budget. Deborah Paratore made the motion to approve; Ranae Amezquita seconded the motion. Erica Weiss took roll call on the motion. The motion unanimously passed.

4. Child Care Planning Committee Membership for FY 2020-21

Nicole Lopez and JoAnn Shalhoub-Mejia referred meeting participants to their packets and the screen for the proposed membership slate for FY 2020-21. The slate is organized by the membership categories: parents/consumers, child care providers, community agencies, public agencies and discretionary. The Governance Work Group reviewed the membership applications and prepared the slate in late May. Consideration was given to geographic representation.

Nicole relayed that a few more applications were received than available spaces. For those who did not make it onto the slate, work is underway to identify members needing alternates to see if matches can be made. Members needing alternates were asked to contact Michele.

Julie Taren asked for a motion to approve the Child Care Planning Committee Membership for FY 2020-21. Toni Isaacs made the motion to approve the motion; Veronica Torres seconded the motion. Erica Weiss took roll call on the motion. The motion unanimously passed.

Nicole and JoAnn thanked the members and added that notices will be sent to new as well as returning members to welcome them to the Planning Committee and invite them to an orientation prior to the first meeting scheduled for September 2, 2020.

Lastly, they announced that Julie Taren and Ernesto Saldaña have agreed to serve a second term in their respective roles as Chair and Vice Chair of the Planning Committee.

5. Re-envisioning Early Care and Education in the Aftermath of COVID-19: A Conversation

Julie offered time on the agenda for a conversation on re-envisioning early care and education in the aftermath of COVID-19, an opportunity to reflect on how members, alternates and guests are coping with the ramifications of the pandemic and experiencing hope. She invited meeting participants to

share their experiences in working with and on behalf of children and families during the pandemic under guidance to practice physical distancing, wear face coverings, and structuring your days. She added that, more importantly, meeting participants share their thoughts/ideas/recommendations for transitioning to the next phase, yet with the understanding that small group sizes, more intensive cleaning practices, and independent/parallel play among children is the current norm. Questions for consideration included: How do we transition from the immediate response to COVID-19 to taking the long view – what is our long-term vision for early care and education in the aftermath of COVID-19? Are there ways that we can contribute to redefining the next chapter and the longer-term vision of early care and education?

Comments from meeting participants included the following:

- Sixty percent of family child care homes remained open when COVID-19 hit and have been managing with minimal resources; need to strengthen and support this critical part of the early care and education system.
- Efforts are required to support the re-opening of programs to serve children and families who need the services. Family child care homes need to be part of conversation. An opportunity is to think about what we can do to improve the system in the long-term, including addressing licensing regulations with attention to the square footage requirements, group sizes, etc. How do we create an optimal system?
- Concerns about operating on a margin prior to COVID-19, relying on tuitions, is now exacerbated.
- Space will be a big issue and needs to be addressed in planning.
- Focus has been on immediate needs; time to look long term. Any updates on the comprehensive fiscal analysis (CFA) and how that can inform conversations? Pre-COVID-19, the group was looking at the analysis and considering ideas from the retreat. Efforts are underway to utilize CFA data to provide a response to the proposed cuts to reimbursement rates.
- Centers are staying in operation and serving first responders yet serving fewer children due to restrictions. Access to sanitizing supplies and face coverings was challenging, however the Child Care Resource and Referral (R&Rs) Agencies have been helpful. Still, not enough for the entire program and more equipment is needed.
- The Los Angeles County ECE COVID Response Team is continuing to solicit donations for equipment and resources for distribution by the R&Rs. Programs should stay in touch with their local R&Rs to learn about the resources when they become available.
- How in this time of COVID-19 are assurances made for center-based programs to maintain developmentally appropriate practices while maintaining the health and safety of the children and the staff caring for them? How are we serving infants and toddlers? What ideas to people have regarding developmentally appropriate practices?
- A licensing visit to one program suggested setting up a hand sanitizing station. A partnership with licensing is important as there is lots of confusion between requirements and recommendations. Licensing is deferring to local public health guidance in addition to referencing the Provider Information Notices (PINs).
- One program mentioned that they have received virtual visits from licensing. Also mentioned was the disconnect between licensing recommendations and guidelines from the California Department of Education.
- With respect to developmentally appropriate practice, we cannot lose pedagogy for children and parents. Ideas are needed for mitigating environments of fear and creating environments of play. For example, an idea for germ control given that young children move toys from their hand to their mouth is creating an attractive germ bucket to collect toys for sanitizing. There is a need to develop a set of pedagogy recommendations.
- More focus needed on trauma informed practices.
- It was announced that the next Department of Public Health (DPH) telebriefing for early care and education programs is scheduled for Thursday, June 4, 2020 at 1 p.m. DPH is working on updates

to the guidance. In addition, the ECE COVID-19 Response Team is holding a community call on Friday, June 5, 2020 at 9 a.m. and will provide updates on resources.

6. With Gratitude: Final Notes for 2019-20

Julie, Ernesto and Michele thanked the meeting participants for their contributions to the work of the Planning Committee during FY 2019-20. They reflected on the work earlier in the year focused on finalizing and adopting the strategic plan and beginning to develop the implementation plan in partnership with the Policy Roundtable for Child Care and Development (Roundtable), convening focus groups for the Preschool Development Grant, and outreach to CDE-contracted programs with information on the Voluntary, Transfer of Funds. They also noted the support of many members in developing and implementing the early care and education response to COVID-19. They ended with statements of hope for FY 2020-21 that may include returning to identifying action items for implementing the strategic plan in partnership with the Roundtable, albeit with the added lens of enhanced healthy and safety under COVID-19.

7. Announcements and Public Comment

Ernesto reminded members, alternates and guests to send their announcements to Michele for distribution via e-mail. He then invited public comment.

- Toni Isaacs reported that last week the CDE released the Quality Counts California (QCC) Workforce Pathways Grant Request for Application (RFA). The purpose of the grant is to support increased learning and healthy development of California's young children by increasing the number of qualified early learning and care (ELC) professionals and increasing the educational credentials, knowledge, and competencies of existing ELC professionals across the state. She added that the grant opportunity replaces and builds upon AB 212, the child care salary and retention program known as the Investing in Early Educators Program in Los Angeles County. The funding allocation for Los Angeles County is just over \$2 million, about one third of the funding that was allocated for Los Angeles County's AB 212 program. The application is due June 15th.

As of this writing, the allocation for Los Angeles County was increased to \$2,463,109.60 and the due date was extended to June 29, 2020. Announcement of the grant awards is scheduled for July 17, 2020.

The Office for the Advancement of Early Care and Education is working with the QSLA Workgroup Committee to prepare the RFA, addressing the required areas that broadly speaking address workforce advisement, professional development, higher education, and evaluation. Members of the Planning Committee serving on the QSLA Workforce Committee include Toni and Fiona Stewart as co-chairs, Alex Himmel and Nellie Rios-Parra.

- Michele reported that the Planning Committee traditionally does not meet in July and August. However, a public hearing on the LPC Local Funding Priorities followed by a general meeting may be convened over the summer. The due date for submitting LPC Local Funding Priorities to the CDE was extended from May 31st to August 1st due to the delay in the availability of the data used to establish the priorities.
- The Planning Committee will reconvene with the membership for FY 2020-21 in place on September 2, 2020.

8. Adjournment

The meeting was adjourned at 1:58 p.m.

ExchangeEveryDay

07/30/2020

To subscribe to *ExchangeEveryDay*, a free daily e-newsletter, go to www.ccie.com/eed

A Powerful Invitation to Reimagine Our Work

Courage is the most important of all the virtues, because without courage you can't practice any other virtue consistently.

Maya Angelou

Please read these powerful words by Kristie Norwood, a member of the Reimagining Our Work Conveners Group. Then, use the link following to join the initiative and/or share with colleagues.

Kristie Norwood
My Truth 7/24/2020

I just left one of the best and most important conversations in my lifetime. I have had all types of conversations. I have spoken with Dick Gregory and Cornel West. I have talked to my grandmother and mother about sharecropping in the South. I have had confrontational conversations. I have yelled, scream, laughed and cried. But today, I have been transformed.

Today, we had our weekly call for the Reimagining Our Work (ROW) Initiative Conveners. We had checked in with each other, laughed heartily and focused ourselves through a story about a little boy that made his friends laugh over and over through his intentional action of dropping a toy log from a toy moose's head. As we moved into our agenda, we started with the recent updates on the ROW Initiative sign up. One of our conveners and usual meeting facilitator Pam said, "We have 111 cohort members. That's exciting." Margie replied, "I think we need to say out loud that all of them are white. Maybe we don't need to proceed until we can really draw in people of color." I sat with that for a minute. My reaction was not a quick one. It built like the flames of an open fire. 111 people volunteered to be a part of the new opportunity to reimagine the field of early childhood education and craft a new vision for where we will be in the next 20 years. An opportunity to really use our voices to say, "We do not want to return to the normal that we have lived for the last 20 years. We want to move forward into something new!" and out of 111 people, there was not one person of color, not one Black person? How can this be, when the field of early childhood is built on the labor of women of color? What does that mean?

After reviewing the list again, we found that there were a hand-full of people of color and an even smaller section of those that identified as Black that had signed up. I am grateful for their act of courage. However, my initial question remained.

What does it mean? Why was there not an overwhelming response? On our call, we started to wrestle with this thought and the flood gates opened. I started to talk but the words came from my heart and not my head. I listened to Nadiyah Taylor bring up the notion of "centering Blackness" many weeks prior. Since she said that, it has stayed with me. It is like a fragrance that is strong at first, then becomes more subtle, but never fully leaves. The idea has settled in my heart and I realize that as a Black woman, I do not even know what it means to "center Blackness." My life has never been lived with my Blackness in the center of anything. At home, we are all Black. We live, love and function without giving thought to Blackness.

Everywhere else, the intention is on assimilation. How can I fit? How can I be part of the team? How can I contribute? But centering Blackness is the intentional thought of making Blackness the point. It is the intention that directs action that raises Blackness in every conversation and every platform, focusing on our culture, our desires, our progress, our history, and our future. I realized that I have never centered Blackness in my life. Yet, I find that in my heart, it is what I have longed for.

Initially, hearing that no Black people signed up for this initiative, bubbled up a well of suppressed anguish that I did not even know existed. Ever since 1619, when we were stolen from our land and forcibly brought to this country and violently subjugated into slavery, we have not had spaces to determine our own destiny. As a people, we have not been in position to discuss, plan and execute our futures. For sure, there were some glimpses of light in our history. There was Reconstruction Era, Black Wall Street, Rosewood and The Black Panther Party; where Black people had and executed some power over our destinies. These instances were short lived and led to years of harsher punishments. Knowing our history of striving for self-determination in this country, I wonder if many Black people felt that the invitation to join was a “set up”. I know that may be hard to think about. But in this country’s history, every time the Black community begins to engage in self-determination we are met with violence. What happens after years of organizing, planning, and strategizing, implementing those strategies and seeing success? Violence! We must ask ourselves, what happens to the soul of a people that lives with their dreams deferred? In *Harlem*, Langston Hughes wrote: “What happens to a dream deferred? Does it dry up like a raisin in the sun? Or fester like a sore—And then run? Does it stink like rotten meat? Or crust and sugar over—like a syrupy sweet? Maybe it just sags like a heavy load. Or does it explode?”

As I reflect, if I am honest, I can hear the questions from colleagues of color as they rise. The years of underlying distrust, that we can ever sit at a table and be seen, heard, and valued in our humanity. That our ideas about our profession, our children and our families will matter and make a difference. The questions sound like:

Will they ask me to be involved, get my hopes up and pull the rug from under me? Will I be worse off from participating? Is sharing my voice and including my ideas even possible?

I also know that living in this country as a Black woman is exhausting! I only have so much energy for the day. Many times, I work in a deficit. But I keep pressing and I have found spaces that replenish me so that I can have energy stored. I need that energy store to feed me when I am in spaces that take everything I have and do not give anything in return. This space that I exist in where I contribute from my Blackness, but my Blackness is not nourished. This concept of double consciousness or “twoness” as W.E.B. DuBois stated, is an ever-present element to the Black person’s life in this country. In *The Souls of Black Folks*, W.E. B. DuBois wrote: “One ever feels his two-ness, --an American, a Negro...two thoughts, two unreconciled strivings, two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder.” Then I thought about all the Black people that may have read the invitation to the ROW Initiative and did not have the energy to respond. The ones that are thinking, that sounds great, but I could not. I do not have the energy to give to one more thing; especially, to talk. Who has time for that? I understand the fatigue. I understand the hollow in your soul when hope has been deferred on so many fronts. But I also understand the words of Frederick Douglass, “Power concedes nothing without demand.” This invitation, the responses, the lack of responses and the emotions are all about power.

Why power? It is about power because power is all about access. Power creates and controls access. The ROW Initiative is focusing on redefining power roles and structures. Equity and social justice are part of our guiding principles. When we say we want all voices at the table, we mean it. Our ROW Conveners are made up of 3 Black Women, 1 Latina and 4 White women. Our voices are equally heard and valued, and we have made a commitment to learn from and with each other. Look, I get it. It looks like a group of white women that mixed in some diversity for credibility. I promise you; it is not! I am nobody's token and I would not be in this space if I did not believe it was transformative. I know that building this initiative is about building trust. It is about being able to find yourself in a community where you can bring your authentic self. It is about being someplace where you are investing your time, not wasting it. I promise you; this is the place.

Early in my career, it was a white woman that gave me access in the field. She opened the doors for me and made space for me at different tables. She brought me along and put me on different platforms. It was a Black teacher that gave me skill, training, and courage to walk through those doors, sit at those tables and stand on those platforms. If I am honest, my entire career has been this way. There was always someone white that gave me access and a person of color that encouraged me and nurtured me and built my skill. I was asked by Chris, another one of our Conveners, "how do we lay the planks on this bridge of trust?" I say we need both the white ally and the person of color. We need the access and the courage to go through the door. Simply put, in this journey of reimagining we need each other. But we need to deconstruct and reconstruct what we look like when we are together. What would the table look like if power were not the construct?

I wrote a chapter in *Reflecting Children's Lives* that came from a little self-published book I wrote about a little boy named Endrick. Endrick wanted to build a castle. He was fascinated with castles. I was doing my student teaching and I observed Endrick building castles in the block area every day for two weeks. I focused my intention on supporting Endrick. For one year we went through the process of him making his dreams a reality. He researched castles, drew them, and created Styrofoam models. Finally, he built a castle that was placed on the playground. That castle was there many, many years after Endrick left the center. I got to be a part of supporting this human being in having a vision, making plans, and then executing those plans. He literally made his dreams come true. And his dream benefitted so many others that got to play in that castle for years. So now, I ask the question; What if you are Endrick? Or, what if you are me? What if you can find someone that will listen to your dreams and support you in making them real? Or what if you are a person that can give their support to another? What if you can really make your dreams come true? Carlina Rinaldi said, "What could they do if...you are the if." You are the if! What can early childhood education be if? What can classrooms be if? What can teacher preparation be if? What can compensation in the field be if? What can children's experiences be if? What if you and your action are the if?

It is my hope that we all will join in this important reimagining work. We need each other. We need people of all colors, genders, and backgrounds in this work. As we talked on our ROW conveners' call, we came to a defining statement. We declared: Reimagining requires a reckoning with ourselves and our communities that ultimately leads to repair. However, to commit to and take this journey, we must engage in resistance. The courage to engage in honest and hopeful discourse is resistance. The courage to upset equations of power and reimagine our field is resistance. And that resistance leads to something new that will transform our lives and generations to come. This is an open invitation. Come...and let's transform this field and our lives!

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Meeting Schedule – FY 2020-21

Meeting Date	Time	Location
September 2, 2020	New Member Orientation 10:30 – 11:30 a.m. General Meeting 12:00 – 2:00 p.m.	Join Microsoft Teams Meeting (see below for link) To join via telephone, call +1 323-776-6996 and enter when prompted the Conference ID: 695 309 142#.
https://teams.microsoft.com/l/meetup-join/19%3ameeting_NTQwMzNiYjctODY2MC00NTlyLTgwNDMtOTUxZmVhMWlyODM1%40thread.v2/0?context=%7b%22Tid%22%3a%2207597248-ea38-451b-8abe-a638eddbac81%22%2c%22Oid%22%3a%22b7586cd5-04a5-4d70-975c-229e0917e659%22%7d		
October 7, 2020	12:00 – 2:00 p.m.	
November 4, 2020	12:00 – 2:00 p.m.	
December 2, 2020	12:00 – 2:00 p.m.	
January 6, 2021	12:00 – 2:00 p.m.	
February 3, 2021	12:00 – 2:00 p.m.	
March 3, 2021	12:00 – 2:00 p.m.	
April 7, 2021	12:00 – 2:00 p.m.	
May 5, 2021	12:00 – 2:00 p.m.	
June 2, 2021	12:00 – 2:00 p.m.	

** The Child Care Planning Committee generally meets the first Wednesday of the month from 12:00 – 2:00 p.m. at various locations throughout the County. The public is welcome to attend the Committee meetings and participate in its work groups. To confirm meeting schedule and verify meeting locations, check the Office for the Advancement of Early Care and Education website at childcare.lacounty.gov or contact Michele Sartell by e-mail at msartell@ph.lacounty.gov or by telephone at (323) 594-1244 (mobile).