

Wednesday, October 7, 2020 • 12:00 p.m. – 2:00 p.m.

Microsoft Teams

To join virtually, click on [Join Microsoft Teams Meeting](#)

To join via telephone: +1 323-776-6996 United States, Los Angeles (Toll); Conference ID: 344 127 325#

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

AGENDA

- | | | |
|-------|---|--|
| 1. | Welcome and Introductions | Julie Taren, Chair |
| 12:00 | <ul style="list-style-type: none"> Opening Statement and Comments by the Chair Self-introductions of Members/Alternates and Guests | |
| 2. | Approval of Minutes | Action Items Ernesto Saldaña, Vice Chair |
| 12:15 | <ul style="list-style-type: none"> September 2, 2020 | |
| | <ul style="list-style-type: none"> Roll Call of Members/Alternates | Erica Weiss |
| 3. | LPC Annual Self-Evaluation – 2019-20 | Action Items Nicole Lopez and JoAnn Shalhoub-Mejia, Governance Work Group Co-chairs |
| 12:25 | <ul style="list-style-type: none"> Report to the California Department of Education Roll Call of Members/Alternates | Erica Weiss |
| 4. | Advancing Racial Justice in Early Care and Education During COVID-19 and Beyond | Keisha Nzewi, Public Policy Director, CA Child Care Resource and Referral Network |
| 12:40 | | |
| 5. | Work Group Discussion: Identifying Priorities | Julie Taren |
| 1:15 | <ul style="list-style-type: none"> Access/Inclusion Workforce Systems Improvement Public Policy (Joint Committee on Legislation) | |
| 6. | Announcements and Public Comment | Ernesto Saldaña |
| 1:50 | | |
| 7. | Call to Adjourn | Julie Taren |
| 2:00 | | |

Next Meeting – Wednesday, November 4, 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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COUNTY OF LOS ANGELES



POLICY • PLANNING • PRACTICE

Members – Program Year 2020-21

Julie Taren, Chair
3rd Supervisorial District

Ernesto Saldaña, Vice Chair
Parent/Consumer

Christina Acosta
Child Care Alliance of Los Angeles
Discretionary

Cathy Coddington
Parent/Consumer

Norma Amezcua
Mexican American Opportunity Foundation
Child Care Provider

Kevin Dieterle
First 5 LA
Discretionary

Dr. Tamar Andrews
Temple Isaiah Preschool & Santa Monica College
Public Agency

Dr. Melita E. Ferguson
Compton College Child Development Center
Public Agency

Rocio Bach
Catholic Charities
Child Care Provider

Andrea Fernandez
California Children's Academy
Child Care Provider

Alejandra Berrio
Parent/Consumer

Sandra Flores
Alma Preschool Center
Child Care Provider

Anne Blackstock-Bernstein
UCLA Center for Improving Child Care Quality
Public Agency

Nora Garcia-Rosales
LA County Department of Public Social Services
Public Agency

Lisa Cain-Chang (Alternate)
Child Educational Center
Community Agency

Samitha Givens
Learn4Life Charters
Community Agency

LaRae Cantley
Parent/Consumer

Angela Gray
Culver City USD/Office of Child Development
Child Care Provider

Eileen Carrillo-Lau
Pomona Unified School District
Public Agency

LaTanga Hardy
LA Trade Tech
Discretionary

Jessica Chang
Parent/Consumer

Maria Harris (Alternate)
Long Beach USD/Educare Los Angeles at Long Beach
Public Agency

Toni Isaacs
Partnerships for Education, Articulation & Coordination
through Higher Education (PEACH)
Discretionary

Crystal Jones
Parent/Consumer

Ana Lopez
Baldwin Park Unified School District
Public Agency

Nicole Lopez
Little Tokyo Service Center
Child Care Provider

Aolelani Lutu
Partners in Childcare
Community Agency

Micha Mims
City of Los Angeles Dept. of Recreation & Parks
Child Care Provider

Maria Mora
LACOE Head Start & Early Learning
Public Agency

Gabriel Muñoz
Hacienda La Puente Unified School District
Public Agency

Kelly O'Connell
1st Supervisorial District Representative

Ariana Oliva
Unite-LA
Community Agency

Deborah Paratore
St. Anne's
Child Care Provider

Dianne Philibosian, Ph.D.
5th Supervisorial District Representative

Nellie Ríos-Parra
Parent/Consumer

Cherise Roper
LAUSD/Early Childhood Education Division
Public Agency

Marisol Rosales
Parent/Consumer

Sachin Sangani
Parent/Consumer

Kathy Schreiner
ECE Workforce Advocate
Community Agency

Edilma Serna
WestEd PITC
Community Agency

JoAnn Shalhoub-Mejia
CA Federation of Family Child Care Association
Child Care Provider

Sarah Soriano
4th Supervisorial District Representative

Victoria Tarango
Southern California Chapter-CAEYC
Community Agency

Veronica Torres
Child360
Community Agency

Lauren Trosclair Duncan
2nd Supervisorial District Representative

Cecelia Urrea
Special Education Professional
Discretionary

Delia Vicente
Parent/Consumer

Lisa Wilkin
Child Development Consortium of Los Angeles
Child Care Provider

Jana Wright
LA Babies Network
Community Agency

COUNTY OF LOS ANGELES



POLICY • PLANNING • PRACTICE

Meeting Minutes – September 2, 2020

Members in Attendance (45)				
Parents	ECE Program	Community Agency	Public Agencies	Discretionary
Alejandra Berrio	Norma Amezcua	Dr. Tamar Andrews	Anne Blackstock-Bernstein	Christina Acosta
LaRae Cantley	Rocio Bach	Lisa Cain-Chang	Eileen Carrillo-Lau	Kevin Dieterle
Jessica Chang	Andrea Fernandez	Samitha Givens	Dr. Melita Ferguson	La Tanga Hardy
Cathy Coddington	Sandra Flores	Maria Harris	Robert Beck for Nora Garcia-Rosales	Toni Isaacs
Crystal Jones	Nicole Lopez	Aolelani Lutu	Angela Gray	Kelly O'Connell <i>1st Supervisorial District</i>
Nellie Rios-Parra	Micha Mims	Kathy Schreiner	Ana Lopez	Dianne Philibosian <i>5th Supervisorial District</i>
Marisol Rosales	Deborah Paratore	Edilma Serna	Maria Mora	Sarah Soriano <i>4th Supervisorial District</i>
Ernesto Saldaña	JoAnn Shalhoub-Mejia	Veronica Torres	Gabriel Muñoz	Julie Taren <i>3rd Supervisorial District</i>
Delia Vicente	Lisa Wilkin	Jana Wrights	Ranae Amezcua for Cherise Roper	Cecelia Urrea

Guests and Alternates: Regina Angelo-Tarango – Alternate for Ana Lopez, Taylor Barrington – WestEd/PITC, Yecenia Cardenas – Think Together, Fran Chasen – Alternate for Julie Taren, Osvaldo Colin – Alternate for Maria Mora, Carolyn Crolotte – Early Edge California, Dr. Helen M. Davis – UCLA Extension, Avital Etehad – Alternate for Dr. Tamar Andrews, Annette Gladstone – Segray Eagle Rock, Monica Hernandez – Alternate for Edilma Serna, Dawn Kurtz – Child360, Joyce Robinson – Opportunities Exchange, Gina Rodriguez – Alternate for Kevin Dieterle, Giselle Navarro-Cruz – Alternate for La Tanga Hardy, Francisco Romero – Promesa Boyle Heights, Ancelma Sanchez – Alternate for Lisa Wilkin, Brittnee Schyler – Discount School Supplies, Jacqueline Torres – Alternate for Nicole Lopez, Liliana Velásquez Liu – ReadyNation, Sally Valenzuela – Alternate for LaRae Cantley, and Emma Watson – Alternate for Ernesto Saldaña

Staff: Michele Sartell, Debra Colman, Erica Weiss

1. Welcome and Introductions

Julie Taren, Chair, opened the Child Care Planning Committee (Planning Committee) meeting at 12:04 p.m. She welcomed both new and returning members, alternates and guests to the first meeting of FY 2020-21, noting that the meetings will continue to be held virtually as COVID-19 pandemic continue to impact our lives – personally and professionally. Julie briefly reviewed the agenda and spoke to a few housekeeping items, commenting on the challenges with using virtual format rather than meeting in person.

Julie noted that throughout the agenda the Planning Committee has a pivotal role in responding to and addressing issues relating to COVID-19 at the same time ensuring that deliverables as required by the California Department of Education are met. On behalf of the Planning Committee leadership, she invited participation as we continue to grapple with the impact of COVID-19 on our service to

children and families and the programs that serve them. She added that input will be sought on issues to be elevated and tackled.

Julie called upon Dr. Melita Ferguson to read the vision statement and Marisol Rosales to read the mission statement. Next, Julie introduced the theme for the year given these unprecedented times on multiple levels – “Reimagining an Equitable Early Care and Education System for Providers and Families”. She expressed hope that the theme resonates with the membership during discussions pertaining to reimagining the early care and education system within the context of COVID-19 and during deliberations on what it means to imagine an equitable system.

Julie 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 – June 3, 2020

Ernesto Saldaña, Vice Chair, reviewed the minutes from June 3, 2020 and asked for a motion to approve. Andrea Fernandez made the motion to approve the minutes; Veronica Torres seconded the motion. The motion on the minutes passed with abstentions from Christina Acosta, Dr. Tamar Andrews, Micha Mims, Deborah Paratore, and Maria Harris.

3. Reimagining Our Work

Ernesto Saldaña introduced the meeting participants in a virtual discussion in response to a piece entitled “My Truth” by Kristie Norwood posted in the July 30th edition of ChildCareExchange included in the meeting packets for today’s meeting. Ernesto briefly commented on the author’s reflections on a conversation among “Reimagining Our Work Initiative Conveners” during which it was noted that most of the colleagues for reimagining their work are white. As a Black Woman, Ms. Norwood asks why when most of the early childhood field is “built on the labor of women of color”, and, to borrow a phrase from another colleague, ponders the notion of “centering Blackness”. He commented on the power of the introspective piece that explores centering blackness that is relevant to other people of color as well.

Ernesto further reflected on the social injustices impacting communities of color, and black people, adding the strong correlation between early care and education and social justice. He hoped that the article raises our consciousness to re-think/re-imagine our work with children and families and build up those on the front lines in service to children and families. Ernesto invited the meeting participants to share their reactions to the article.

Meeting participants shared comments in the chat box with a few speaking aloud, commenting to the power of the article and its personal relevance to coping to get along and the exhaustion associated with assimilating to the dominant culture. Additional comments focused on our responsibility to our children that includes inviting them to embrace and find joy in their culture, to not sacrifice, to be vulnerable in the unknown, and our collective responsibilities to impact systemic change.

4. Role of Child Care Planning Committee in Response to COVID-19: Elevating Issues, Contributing Expertise

Michele Sartell, staff to the Planning Committee on behalf of the Office for the Advancement of Early Care and Education, directed meeting participants to the slide deck. She briefly reviewed the role of the Planning Committee and the deliverables as the County’s local child care and development council per contract with the California Department of Education that include preparing a needs assessment comparing the supply with the demand of early care and education services, developing a countywide

planning informed by the needs assessment, and providing a forum to grapple with issues impacting the availability and provision of services. She encouraged members and alternates to become familiar with the Membership Manual, which contains the Policies and Procedures for membership participation as well as the Education Code requirements. She then discussed the current charge to the Planning Committee by both the California Department of Education/Early Learning and Care Division and the County's Department of Public Health to prioritize COVID-19 efforts and listed activities that have been undertaken to date with local partners under the leadership of the COVID-19 Emergency Response Team.

Meeting participants were invited to raise additional roles, challenges and opportunities, and policies that should be addressed by the Planning Committee. The following items were raised:

- Workers compensation
- Risk of liability if children, family members or staff become sick with COVID-19
- Compensation for family child care homes serving subsidized children beyond 10 days and compensation of staff overall during COVID-19
- Contributing to the work of the Early Learning Policy Council and its work groups
- Support needed to navigate the upcoming flu and cold season
- Shortage of testing for children, families and workforce
- Substitutes for the workforce
- Compounding hardships and crises impacting children of color
- Secondary trauma on providers meeting the growing needs of families – training on trauma informed practices (references were made to NAEYC's publication, "Trauma and Young Children"; see <https://www.naeyc.org/resources/pubs/books/trauma-and-young-children>, the National Child Traumatic Stress Network training page at <https://www.nctsn.org/resources/training>, and the Center for Early Childhood Mental Health Consultation at www.ecmhc.org/tutorials/trauma/mod5_3html)
- Professional development and key materials for best practices needed in multiple languages

Michele concluded the agenda item by suggesting that additional opportunities to offer up suggestions and dive deeper into prioritizing and addressing the items will be forthcoming.

5. Re-envisioning Early Care and Education During a Public Health Crisis: Operationalizing Public Health Guidance into Best Practices

Michele again directed meeting participants to the slide deck for an introduction to and overview of the draft handbooks with the working title "Tips for Best Practices for Early Care and Education During a Public Health Crisis" noting one is targeted to family child care home providers and the other to center-based programs. She reported that the documents were crafted by a task force comprised of direct service early care and education providers including a sub-committee of representatives from Los Angeles Family Child Care Providers United convened by the Planning Committee in July and August. The purpose of the work was to operationalize public health guidance for early care and education into best practices for promoting children's optimal development and engaging families while ensuring the health and safety of the children, their families, and early educators. She emphasized that the handouts were created by and for the early care and education community, reflecting their creativity and innovation for implementing public health guidance while honoring and preserving program integrity and values.

Michele continued by presenting the format of the handbooks that serve as a side by side of best practices that correspond with the public health guidance across eight elements: ensuring the health and safety of early educators, welcoming and ending the day – drop off and pick up of children, re-inventing the indoor and outdoor learning environments, nurturing children's development and overall

sense of well-being, providing snacks and meals, naptime, and engaging families/sustaining community. A slide was included that showed a table of resources included in the handbooks. Michele noted that the resources are not exhaustive, however many have links to additional resources. Michele concluded the presentation by acknowledging all of the individuals who participated in virtual meetings and reviewed multiple drafts with a special call out to Joyce Robinson, previous member of the Planning Committee, who volunteered and facilitated the sub-committee comprised of Los Angeles Family Child Care Providers United representatives in drafting the handbook for family child care home providers. She added that the next steps include an internal review of the handbooks and relayed that the Los Angeles County ECE COVID-19 Emergency Response Team plans to arrange for translations into other languages and have the handbooks graphically designed.

6. Workforce Pathways LA

Debra Colman, Director of the Office for the Advancement of Early Care and Education, began her presentation by reviewing work that has been prioritized to respond to issues relating to COVID-19, with a focus on systems support and building a strong infrastructure that continues to meet the early care and education needs of families and the workforce. She then drew meeting participants attention to her slide deck on Workforce Pathways LA, designed to support early educators and the early care and education professional development system. Debra reported that the Investing in Early Educators Stipend Program (AB 212) was transforming into the new program as a result of changes in the use of professional development funds at the state level. Workforce Pathways LA builds upon the legacy of the Investing in Early Educators Stipend Program by continuing to offer stipends for achieving college units and professional development milestones and by adding connections to career advisement, support for license-exempt providers to become licensed family child care home providers, and strengthening the overall professional development system. She noted that applications for participation will be administered online through the ECE Workforce Registry.

Workforce Pathways LA has three overarching goals for advancing the field: licensing/health and safety; permits, degrees and professional development; and workforce systems improvement. The latter of the three will become a core part of the Planning Committee's Workforce. Debra reviewed the components of each of the goals, recognizing the partnerships with the Child Care Alliance of Los Angeles, Quality Start LA, Child360 and Partnerships for Education, Articulation & Coordination through Higher Education (PEACH) essential to implementation of the project. As such, early educators may expect more support in setting their professional development goals towards moving along the career lattice.

Meeting participants expressed their gratitude for the ongoing investments to the workforce that will be open to a broader representation of early educators.

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.

- WestEd Program for Infant/Toddler Care (PITC) Trainer Institutes provide training for educators, program managers, and other professionals responsible for supervising and training infant/toddler care teachers. For more information, visit <https://www.pitc.org/training/pd-providers/trainer-institute>.

8. Adjournment

The meeting was adjourned at 2:00 p.m.



Speaker Bio • October 7, 2020

Racial Justice in Early Care and Education During COVID-19 and Beyond

KEISHA NWEZI – PUBLIC POLICY DIRECTOR, CA CHILD CARE RESOURCE AND REFERRAL NETWORK

Keisha Nzewi started with the California Child Care Resource and Referral Network in May 2016. She has many years of experience as a community organizer and policy advocate in the Bay Area. For 6 years, Keisha was the Advocacy Manager at the Alameda County Community Food Bank in Oakland. Prior to that she was the Advocacy Director at the American Heart Association, and a Health Educator at Berkeley Youth Alternatives. Keisha's background in food policy advocacy and health add much value to the Network's advocacy and membership work. Her past work offered her many opportunities to work with federal, state, and local level elected officials. She has one 8-year-old daughter, marched in the Cal Band, and runs half marathons as long as there is a big sparkly medal at the finish line.

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California Child Care Resource & Referral

NETWORK



Keisha Nzewi
Director of Public Policy

aka That Black Woman
Who Always Brings Up
Racism



California





Linda Asato

Executive Director



Domenica Benitez

Director of Provider Services



Mary Ignatius

Parent Voices Statewide Organizer



Cindy Swanson Mall

Senior Program Manager



Keisha Nzewi



Kelly Graesch



CHOOSE
CHILDREN
2018

CHOOSE CHILDREN 2018

Choose Children 2018 is a statewide campaign committed to ensuring California's next governor is a champion for young children who makes early childhood care and education more accessible, affordable, and of higher quality and takes action to do so from day one in office.





CA ASSEMBLY BLUE RIBBON COMMISSION



ON EARLY CHILDHOOD EDUCATION

FINAL REPORT

APRIL | 2019

Early childhood is a critical period of physical, cognitive, and socioemotional development, setting the stage for individuals' capabilities and opportunities over their lifetime.² In California, children of color are more likely than other children to live in poverty, largely due to our nation's legacy of policies driven by systemic racism and implicit bias and ongoing policies, practices, and discrimination.³ These persistent inequities have limited opportunity and economic mobility for many families of color.⁴



Professor Fleming ✓

@alwaystheself



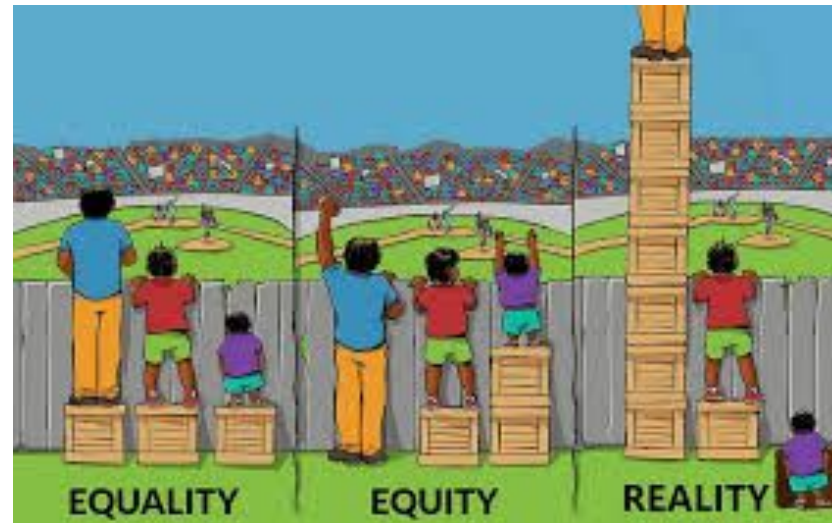
"diversity and inclusion"



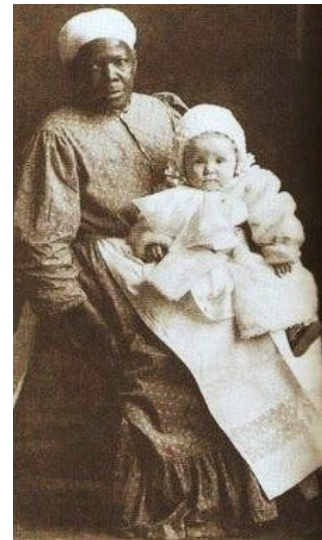
Apropos of Nothing @elisechenier · 1d

What is the academic version of 'thoughts and prayers'?

[Show this thread](#)



Equality	Equity	Justice
<p>The assumption is that everyone benefits from the same supports. This is equal treatment.</p>	<p>Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.</p>	<p>All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.</p>







Nannies



Family, Friends and Neighbors



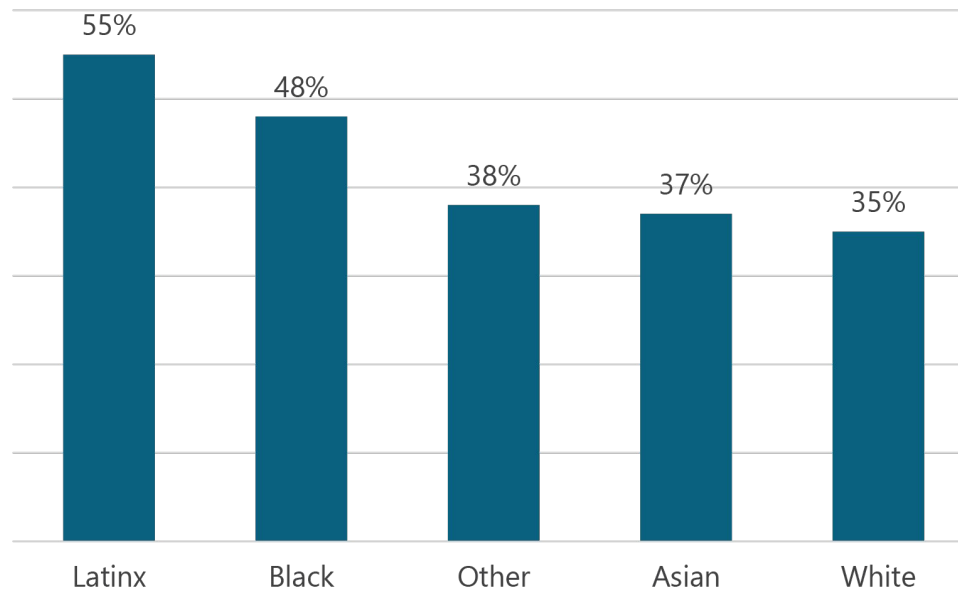




COVID, Racism and Child Care



Figure 3: Percent of workers employed in front-line essential jobs, by race and ethnicity, California 2018



*Source: Authors' analysis of IPUMS American Community Survey, 2018.
See Data and Methods for details.*

COVID, Racism and Child Care

CALIFORNIA CASES

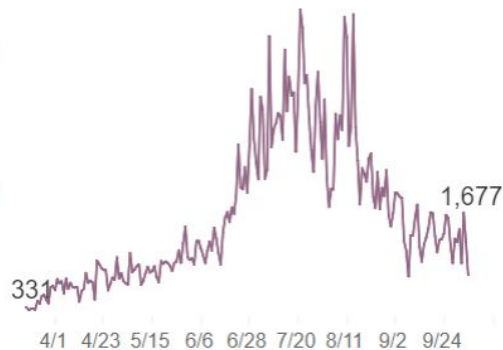
828,461

1 Day Δ +1,677 +0.2%
7 Day Δ +21,036 +2.6%
14 Day Δ +44,137 +5.6%

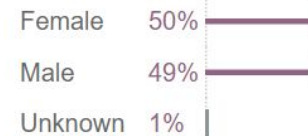
7 Day Avg. 3,005
14 Day Avg. 3,153
Weekly % Change -8.9%

US Total Cases: 7,396,730

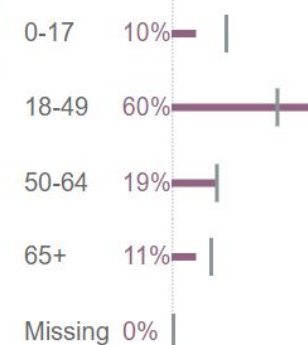
Day-Over-Day New Cases



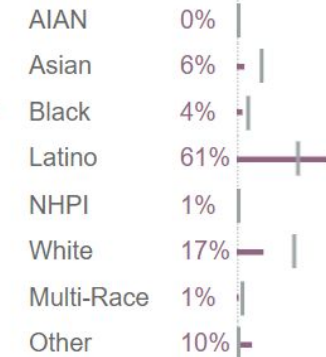
Gender



Age



Race/Ethnicity



| = California Population %

CALIFORNIA DEATHS

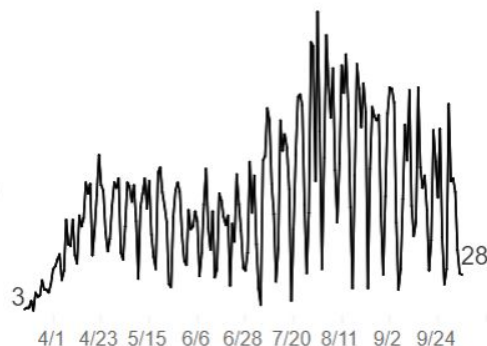
16,177

1 Day Δ +28 +0.2%
7 Day Δ +537 +3.4%
14 Day Δ +1,106 +7.3%

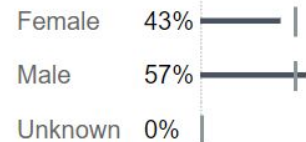
7 Day Avg. 77
14 Day Avg. 79
Weekly % Change -5.6%

US Total Deaths: 209,199

Day-Over-Day New Deaths



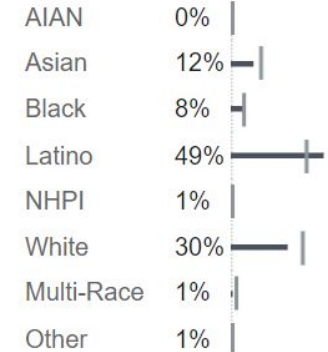
Gender



Age



Race/Ethnicity



| = California Population %

Note: Any instance of a negative number of cases or deaths reflects a correction to previous reporting.

Note: Demographic percentages may not add up to 100% due to rounding. Breakdown of deaths is a subset of total deaths as reported by law enforcement.

COVID, Racism and Child Care



For California Child Care Workers, Inequality Is Baked Into The System

BY [MARIANA DALE](#) IN [NEWS](#) ON JULY 20, 2020 10:40 AM

COVID, Racism and Child Care



"There's a long history in this country of people expecting servitude and [of] Black women and Brown women to care for other people and other people's children, without having the means to care for themselves and for their own families and for their own children," said Lea Austin, director of the Center for the Study of Child Care Employment at UC Berkeley.



**IN A RACIST
SOCIETY, IT IS
NOT ENOUGH TO
BE NON-RACIST,
WE MUST BE
ANTIRACIST.**

- ANGELA DAVIS

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I was born and raised in Hanford, a small town in central California. A village raised me-that's my Nana and Grandpa. And I am definitely my mother's daughter.

Today, I am going to share with you examples in my work, and examples in history, that show how racism shows up in our child care system. Then I'll share a bit about how that is showing up and being amplified by the pandemic, and then I look forward to a brief discussion.(NEXT SLIDE)

I joined California Child Care Resource & Referral Network, which I'll refer to as the Network, mid-may in 2016. We are an organization led by a woman of color, our management team is 100% women, $\frac{2}{3}$ women of color. As my colleagues prepared me for the work ahead, I became keenly aware that unlike our organization, child care is a field led by white women. Their voices have historically been the loudest and most often respected. (NEXT SLIDE)

I was among a group invited to hear about a proposed campaign to ensure child care would be a hot topic in the Governor's race, and hopefully a top priority whoever was elected. What they presented were the top messages that resonated with California voters. Now, I can't recall the exact words of the message that bothered me, and should have bothered everyone in the room really, but it was something like, kids that attend a high quality preschool are less likely to commit crime as an adult.

That might sound alright to you. But let's be real--anyone who would read or hear that message, their mind would likely picture a black boy, maybe a brown one, too, growing up and committing a crime, so let's save the world from scary little black and brown boys by putting them in quality preschools. There are so many other arguments to be made for why every family who wants to, should be able to send their kids to preschool, but given our racist criminal justice system, fighting crime should not be it. (NEXT SLIDE)

Next example, the Speaker of our state Assembly convened a Blue Ribbon Commission on Early Childhood Education. Again, this was awhile ago so I honestly don't remember why I said what I said during one of their hearings, but for some reason I felt compelled to remind the members, that child care has racist roots, from the beginning of our nation's institution of slavery enslaved Black women cared for white children, so the low wages we pay the current child care workforce, who are certainly mostly women, and still, women of color who are struggling to make ends meet, is by design. So fix it. It's only because I brought that up that systemic racism made it into the final report of the commission.

Then there was that one budget hearing when, if that was the only hearing you ever listened to, you would think that the only appropriate place for children, especially poor children (they don't mean white children), would be "high quality centers" Now, by this time, I've come to know that "high quality" anything, usually means led by white women. My only regret in what I said that day is I used another euphemism-implicit bias. Instead of the more to the point word-racist. (NEXT SLIDE)

Let's fast forward to this year. Early in the year, I was invited to a small group lunch with child care advocates that had the primary funders of child care advocacy in CA, and the Governor's staff reiterating their commitment to an equitable child care system. (NEXT SLIDE) equity this, and equity that. So as I was listening, I thought, hmmm, don't they really mean racism? Aren't they just trying to make themselves feel better with this new euphemism? So I raised my hand, and pointed out that not just in the child care field, but everywhere that folks are trying to do good and make change, they are using different derivatives of the word equity, when they really mean racism. Or at least they should mean racism.

I currently serve on a committee that meets weekly to talk about COVID and child care. One meeting in the spring, the conversation shifted to parents utilizing family friend and neighbor care. I couldn't gather my words

in time to speak up on the call, but within the hour, I said what I felt needed to be said, by email (NEXT SLIDE):

Discussions like this aren't new to me, nor the direction they turn. I've heard people adamant that children whose families are struggling financially (this is implied, because I don't usually hear the same concerns about families of means who choose FFN or nanny shares or any other unlicensed care) should only be in "high-quality" licensed care. I'll be honest, I've come to hate the term "high quality." In my brief experience, it has come to mean care that is not provided by family, friends, neighbors, or family child care providers. Home-based providers are more likely to be people of color, people who have lower-incomes, and people who are linguistically diverse. (next slide)

Our child care system is born of racist roots. It was normal for enslaved Black women to care for the children of their enslavers, (Next slide) then it was OK for those same freed women to care for those White children, for very, very little pay. Still is, today. (next slide) Then through history, it's OK for immigrant bilingual/monolingual women to care for children from affluent families, because language immersion. (next slide) But then, many in our field will look down upon families who make the choice to have their children cared for by a grandmother, auntie, best friend-who are probably more trusted, more culturally and linguistically in line with the family's preference, and who have likely successfully raised their own children.

This, to me, is an unfortunate example of our fields' implicit bias at best, explicit bias at worst. I do hope we can shift our thinking and recognize that quality is in the eye of the parent, and it is found in all settings, no matter the income of the child's family.

My only regret about this email, is that I went with bias, instead of racism.

Now let me share a little bit about the history of domestic work in the US:

(NEXT SLIDE) I've already mentioned, enslaved Black women cared for the babies of white people, and once they were free, they continued to do so for very little pay. But in fact, the work these women provided, cleaning and caring for children, wasn't considered real work. White people claimed they were "part of the family", and the women were working "out of love" so they often only took hand me downs for pay. Not because that's what they wanted, it's just all white families would pay them with.

Then the Fair Labor Standards act was passed, but domestic and agricultural work was left out. Why? Because that was work primarily done by Black people. By the 1950's, Black women and Latina women dominated domestic work, but still, because that type of work had been done for free for centuries, and because it was Black and Latina women doing the work now in the 50's, there was no reason to pay these women what they deserved. They were doing care work because they were connected to the families, not for money.

(NEXT SLIDE) Of course, that's not true. But that myth, that racism, is what leads us to the low wages, the lack of respect of child care providers today. And to come back to the point that while the voices that are most listened to and respected in child care are those of white women, it remains true that Black, Latina, and now Asian women are the most likely to be caring for children. But in too many instances, they are not looked upon as the experts.

How is any of this related to COVID and child care? (NEXT SLIDE)

Who are essential workers in CA? As you can see, more than half of Latinos and nearly half of Black workers are essential in CA.

(NEXT SLIDE) Let's look at the state statistics on COVID cases and COVID deaths. The perpendicular lines indicated the percent of CA population each racial group is. Then the bar graph shows what percent of COVID that group takes up. You'll see that with both cases and deaths, Latinos exceed their share of the population. And deaths, Black people meet the same population ratio. Every other named group has fewer cases and deaths compared to their proportion of the population. (NEXT SLIDE)

One of my favorite ECE reporters Mariana Dale from KPCC did an article in July on as she put it, the inequality baked into the child care system. (NEXT SLIDE)

There's a long history in this country of people expecting servitude and [of] Black women and Brown women to care for other people and other people's children, without having the means to care for themselves and for their own families and for their own children," said Lea Austin, director of the Center for the Study of Child Care Employment at UC Berkeley (NEXT SLIDE)

Through this pandemic, most Latino and Black people have been forced to work, sending their children to mostly Latino and Black and Asian child care providers, who work because they too need to feed their families, and all of them are at high risk of contracting COVID and dying from COVID. They don't have appropriate PPE, sick time, health care etc.

Racism runs long and deep in every part of our society, every system and structure. We all just got used to it. We accepted it. But now we know better, and have to do something about it. Let's discuss!

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August 14, 2020

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Re: Quality Improvement in California

Dear Early Childhood Champions:

In 2017, staff and parent leaders from Parent Voices, the CA Child Care Resource & Referral Network, and the Child Care Law Center formed a group to begin examining CA's subsidized child care system and the racist, sexist, classist inequities within it. The group was called *Coloring Outside the Lines* and it planted the seeds in all of us to do better; to stop being afraid of calling out inequities when we see them and to hold ECE organizations and their staff accountable. What is new is that we've finally reached another Racial Reckoning in our nation and the Master Plan gives us an opportunity to take bold and decisive action.

Just over a month ago, Keisha Nzewi uttered a few words on a national webinar that brought on deep introspection among those who genuinely care about and work towards the improvement of our child care system: **QRIS is racist**. Though shocking to a few, this idea is not new. The overwhelming response has been that Keisha put into words, then said out loud, what many have felt for far too long. QRIS, though good in its intentions, has caused much harm since its inception, should be dismantled as a racist system and rebuilt as an anti-racist support for *all* child care providers, no matter the setting. It should be noted that Keisha was speaking of QRIS as a whole, not specifically about our own QCC. The following questions, analysis and requests were developed and answered in collaboration between California Child Care Resource & Referral Network and Parent Voices staff:

What motivated its creation?

QRIS was created as a consumer education tool so parents have more information about the child care programs they are choosing from, and as a way to direct higher subsidy reimbursements to “higher quality” programs.

Who designs QRIS?

Typically, the system has been designed by highly educated people, mostly women, and mostly white women. Those who have the greatest influence over QRIS, do not reflect the field that tries to work within the system. It was designed with child care centers in mind, resulting in trying to fit a round peg in a square whole when applying it to home based providers. This is evident when looking at the tools used in the system, which are dogmatic and eurocentric.

Who benefits from QRIS?

While many providers have undoubtedly benefited from the system, whether in increased training and education, and perhaps pay, the real winners are those who implement the system. For instance:

- Teachstone (CLASS)
- Brooks Publishing Company (ASQ)
- WestE
- Pinwheel and other QRIS management systems

These companies have a financial interest in keeping QRIS as is.

QRIS research is ongoing, keeping many institutional pockets lined while producing more unanswered questions. Local First 5 agencies determine who is worthy of receiving quality funds. In fact, [the majority of Quality funding in California goes towards QRIS](#), much of it controlled by First 5. Additionally, QRIS was a way for R&Rs to earn more money during the Great Recession, perpetuating the inequity of pay between degreed coaches (more often white women) and R&R staff without degrees who still support provider quality (most often BIPOC women). Coaches are paid exponentially better than the teachers and Family Child Care providers that are being assessed, also furthering the inequities/racism that exists.

Who does QRIS leave out or overburden?

Exempt providers, providers, parents, R&R trainers who are most representative of the providers they serve, children and families are harmed the most. For instance:

- QRIS was designed without the people it was meant to support. It was something “done to them, not with them;”

- Traditional requirements and supports for center based program staff are not necessarily the most effective for FFN/Exempt providers
- There are few points of access to the field for home-based caregivers, especially FFN/Exempt, unless they go through an R&R, yet their funding has not been substantial or sustained for the level of support needed and provided across communities using evidence-informed practices
- Power and gatekeeping lies with the coaches, often pushing providers out of the field;
- QRIS dismisses parents' expertise on what is quality to them;
- The further away a child care professional is from children, the more they are paid, leaving the mostly BIPOC workforce undervalued and underpaid;
- Education is more often a measure of how well a provider speaks and understands English and not about the skills, or knowledge, or experience they bring.

While California has yet to link quality to reimbursements, much can be learned from the Low Income Child Care Subsidies Distribution in the State of Mississippi [memorandum](#), from The Mississippi Advisory Committee, to the U.S. Commission on Civil Rights:

- Quality Star rating system is progressive, so a center may meet a number of high quality indicators, however if staff does not hold the prescribed professional credentials, or costly structural center upgrades are required, they can't achieve the higher rating and subsequent reimbursement incentives
- Providers who accept or rely on vouchers to support facility operations are predominantly "operated by black women, staffed by black teachers, and located in low-income black communities, and serve black children"
- Rates are 60% below MSs market rate, so providers can't afford to make necessary improvements to earn higher ratings
- RAND Corporation: **QRIS does not necessarily capture differences in program quality that are predictive of gains in key developmental domains**
- NWLC Karen Schulman: some directors believe that the classroom environment standards do not place enough emphasis in teacher-child interaction...while paying attention to maybe other things on a checklist that may not reflect the actual...very important aspects of the quality of care.
- So: the state's promotion of child care centers with higher QRIS ratings to parents may unfairly harm primarily Black owned and operated centers that cannot afford the required upgrades
- FY15 data: 17% of facilities owned or operated by providers of color held a score of 3 or better, compared to 28% of white owned/operated.
- "There is racial bias on the part of the center visitors--we don't know how the standards are weighted" (National Equity Project quote from a provider)

Until a new Quality Improvement System is developed, led by the providers who will benefit from the new system, the California Child Care Resource & Referral Network requests the Master Plan include the following actions:

1. An acknowledgement and authentic apology for past and present harms caused by the inherently racist QI system;
2. Make amends by providing meaningful supports and resources to Black, Indigenous, Latinx, APIA, immigrant, or monolingual caregivers and teachers in every setting who have been harmed by the QI system;
3. Provide access to opportunities determined by those who have been most vulnerable to harm for healing and building resilience.

Numbers 2 and 3 should likely be a standing part of any new QI system for some time to come. While we have not laid out what a new Quality Improvement System should look like, we would like to reiterate that it must include and be led by child care providers, who actually care for children-not administrators, not coaches, not ECE educators-but providers who are in the classrooms of child care centers, and in their own homes caring for children. It should also include parent leadership- quality is in the eye of the parent. **Not another dime should go towards quality until an equity analysis is done on our state's quality spending, and every provider, in every setting, is paid what they are worth.**

Finally, for further context, we recommend the following reading:

[The Howard Colored Orphan Asylum: New York's First Black-Run Orphanage](#)

[The History of Women's Work and Wages and How it Has Created Success For Us All](#)

[Black women's labor market history reveals deep-seated race and gender discrimination](#)

[Mandarin-speaking nanny revolution grips America](#)

[The Historical Roots of American Domestic Worker Organizing Run Deep](#)

[For California Child Care Workers, Inequality Is Baked Into The System](#)

[Nannies and housecleaners have some of the hardest, least secure jobs in the nation. Now they're organizing to change that.](#)

[LATINA NANNIES / ANGLO FAMILIES : The INTIMATE EXPERIMENT : What Happens When Two Cultures Meet at the Playpen and the Cradle?](#)

In Solidarity,

Keisha Nzewi, Director of Public Policy
California Child Care Resource & Referral Network

Mary Ignatius, Statewide Organizer
Parent Voices CA

Kim Kruckle, Executive Director
Child Care Law Center

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[View this email in your browser](#)

California Child Care Resource & Referral



Dear members,

Some of you have seen the [letter that was given to the Master Plan committee chairs](#), of which the Network is a co-author, that critiques the QRIS as a system that had good intentions, but has also had negative unintended consequences. From the feedback I have received thus far on that letter, people understand the critique and sentiment that it represents, and at the same time our members were very confused and surprised that a letter on the impact of QRIS systems on providers and parents was submitted without your knowledge. For some of you, your first knowledge of the letter came from your local First 5 partner, which has added more frustration to try to respond to something that you didn't know about. More importantly, I hear your concern that policy positions that represent the membership should happen with an opportunity for the membership to engage in some manner, shape or form. That was not the case in the production of this letter, and I take responsibility that the letter was not vetted before any appearance of the Network representing your agency.

You should also know that the Network had scheduled a conversation with First5CA and ELCD on this topic that predates the letter and was upon their request after they had viewed the Child Care Aware of America webinar where this was first raised https://youtu.be/omiV_odethU (start min 8).

As we all know and have seen, the vestiges and current manifestation of racism is painful and there is urgency to tackle it. We are picking up from where the Blue Ribbon Commission left off <https://speaker.asmdc.org/blue-ribbon-commission-early-childhood-education> (See page 19, 48 and 60), and given light of what has unfolded this summer and recently, our passion, commitment, and the momentum to help create change in the area of QRIS moved us to quickly write and provide a clarifying letter to leaders in Sacramento when they requested additional information after they too viewed the CCAoA webinar. While we hold dear this passion and intent, we now realize and take responsibility for the impact it had to our members of not slowing down to provide all of you with additional information and opportunities for conversations about this important topic.

At the Network, striving toward equity has been a foundation of our work with you. At the heart of this work is the push for more opportunities and access for children, families, and providers, and member agencies' abilities and actions to do the same for your constituencies. We will prepare more clarity on our process for presenting policy positions under the Network's name. In general, policy positions with letterhead logo that represents our network will have a process for members and the Board to weigh in. Endorsements, review and positions on legislation, and budget responses or urgent items will include vetting with our elected Public Policy Committee. Where we are not the primary author or leader, we will continue to communicate coalitions or partnership participation updates in our newsletters or meetings, and share recommendations or publications when they are ready for input or distribution. Publications that we produce (ex. the Portfolio, infographics, and short analysis briefs) won't need to have a formal vote of approval. And, where we know there may be decisions that state leaders and departments may solicit our field's view, we will call for ad hoc workgroup of our members to cull through information to help your agency take a position (ex. we should have some view of the transition of programs under DSS, and provide input into that process).

The Master Plan letter has opened up other avenues for dialogue and change to occur. Certainly at this Tuesday's webinar meeting we'll make time for people to also speak on this topic and next steps for us. Members working on the

work on a quality improvement system with our input. As Maya Angelou said, "Do the best you can until you know better. Then when you know better, do better." That's what we are striving to do.

This is not a personal attack on anyone. The issues we've raised are an invitation to have dialogue and to push ourselves and our system to not be complicit in any form of continued racism (implicit or otherwise). It will require us to sit with discomfort and from this discomfort open up the resources, sharing power and decision making, and build relationships so we create a fair child care system, with an eye toward addressing racial equity. This is a call to action for all of us, and we hope we can join together on this.

In partnership,
Linda Asato



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STANDING WORK GROUPS

- ❑ **Access/Inclusion** – informs geographic priority setting for State funding, reviews data related to the Needs Assessment for childcare and development, and reviews requests for changes in service priorities. In addition, promotes the inclusion of children at risk for or with disabilities and other special needs in typical early care and education programs and encourages the coordination of services. Currently, this work group is meeting as needed in response to requests from agencies holding contracts with the California Department of Education to serve low-income families eligible for subsidized services and wishing to expand or change their service areas. The work group will begin meeting more regularly (monthly) to focus on the preparation of the LPC Local Funding Priorities beginning in January 2021.
- ❑ **Governance** – develops annual membership slate, reviews and revises Planning Committee policies and procedures, and participates in annual self-review. This work group is limited to members only. The work group meets periodically throughout the year.
- ❑ **Joint Committee on Legislation** – reviews, prioritizes and makes recommendations to the Planning Committee and the Policy Roundtable for Child Care and Development on legislative and administrative policy issues relating to early care and education. The Joint Committee generally meets monthly from January through June, consistent with the State Legislative calendar.
- ❑ **Workforce Systems Improvement Work Group** – implements the Workforce Pathways LA goal for improving systems to increase the number, qualifications and competencies of early childhood professionals within a consistent improvement system. In collaboration with the Quality Start Los Angeles (QSLA) Work Group, this Planning Committee work group will develop a landscape of professional development and education opportunities and craft recommendations for strengthening partnerships among community-based agencies, and early educators and higher education institutions as well as entities offering opportunities for professional development. Due to the need to develop deliverables within a short period of time, this work group will be limited in size and to Planning Committee members only. It is anticipated that draft work products will be presented to the full Planning Committee membership for review and comment throughout the process.

For more information on the work groups, contact Michele Sartell by e-mail at msartell@ph.lacounty.gov or by telephone at (213) 639-6239.

Standing Work Group Membership – 2020-21

<p><u>Access/Inclusion</u> <i>Co-chairs:</i> Alejandra Berrio Ariana Oliva</p>	<p><u>Governance</u> <i>Co-chairs:</i> Nicole Lopez JoAnn Shalhoub-Mejia</p>	<p><u>Joint Committee on Legislation</u> <i>Co-chairs:</i> Dean Tagawa, PRCCD Emma Watson</p>	<p><u>Workforce Systems Improvement Work Group</u> <i>Co-chairs:</i> Andrea Fernandez Samitha Givens</p>
<p>Ranae Amezcua Larae Cantley Cathy Coddington Osvaldo Colin Maria Harris Crystal C. Jones Kelly O'Connell Nellie Ríos-Parra Cherise Roper Veronica Torres Cecilia Urrea</p>	<p>Tamar Andrews La Tanga Hardy Dianne Philibosian Nellie Ríos-Parra Marisol Rosales Ancelma Sanchez</p>	<p>Tamar Andrews Robert Beck Yolanda Carlos Jessica Chang Fran Chasen Jessa Costanzo Kimberly Dobson Garcia Melita E. Ferguson Nora Garcia-Rosales Crystal C. Jones Kathy Schreiner JoAnn Shalhoub-Mejia Sarah M. Soriano Lisa Wilkin</p>	<p>Norma Amezcua Tamar Andrews Regina Angelo-Tarango Eileen Carrillo Lau Lisa Cain Chang Yolanda Carlos Jessa Costanzo Kevin Dieterle Samitha Givens Angela Gray Toni Isaacs Crystal C. Jones Ana M. Lopez Aolelani Lutu Micha Mims Giselle Navarro-Cruz Nellie Ríos-Parra Ernesto Saldana Edilma Serna Kathy Schreiner Fiona Stewart Veronica Torres</p>

Michele Sartell

From: CDSS FEED CC TRANSITION <cctransition@dss.ca.gov>
Sent: Tuesday, October 06, 2020 2:00 PM
Subject: Join Us! Quarterly Child Care Transition Stakeholder Meeting.

CAUTION: External Email. Proceed Responsibly.

Dear Stakeholders:

The California Department of Social Services (CDSS) will be hosting the next Quarterly Child Care Transition Stakeholder Meeting on **October 29, 2020 from 10:00am-11:30am**.

Please register for this meeting here:

<https://register.gotowebinar.com/register/7401055068353917455>

We hope you can join us!

We want to thank the more than 450 counties, agencies, parents, providers, and stakeholders who participated in the first of our Child Care Transition Stakeholder meetings on July 23 and those who completed our survey or submitted comments and questions. Your input is invaluable as we work to meet our common goals of enabling a whole-family, human-centered approach to caring for our children and developing an integrated and streamlined system. We will be responding to questions, suggestions and concerns at the October meeting.

To learn about upcoming stakeholder meetings, or for any other questions or information related to this transition, please visit our website at: <https://www.cdss.ca.gov/inforesources/cdss-programs/child-care-transition>

You can also reach out to us at: CCTransition@dss.ca.gov

Thank you again for your efforts to support this transition.

In partnership,

Child Care Transition Team
California Department of Social Services
CCTransition@dss.ca.gov