

OCTOBER 14, 2020 ♦ 10:00 a.m. to 11:30 a.m.

Microsoft Teams

To join online: [Join Microsoft Teams Meeting](#)

To join by telephone: +1 323-776-6996 United States, Los Angeles (Toll); Conference ID: 836 611 478#

AGENDA

Welcome and Introductions

- | | | | |
|-------|--|-------------|--|
| 10:00 | 1. Comments from the Chair | Information | Jackie Majors,
Chair |
| 10:10 | 2. Approval of Minutes – September 9, 2020
- Roll Call Vote | Action Item | Jackie Majors,
Chair
Erica Weiss,
OAECE |

Public Policy Update

- | | | | |
|-------|---|-------------|--|
| 10:20 | 3. Shift of Early Care and Education Programs to the California Department of Social Services | Information | Dean Tagawa,
LAUSD
Michele Sartell,
OAECE |
|-------|---|-------------|--|

Public Policy

- | | | | |
|-------|---|-------------|---|
| 10:30 | 4. impact of the COVID-19 Pandemic on the Early Childhood Workforce | Information | Sean Doocy and
Dr. Ashley Williams,
Center for the Study
of Child Care
Employment |
|-------|---|-------------|---|

Discussion

- | | | | |
|-------|---|------------|-------------------------|
| 11:00 | 5. Continuing the Conversation: Our Focus During COVID-19 | Discussion | Jackie Majors,
Chair |
|-------|---|------------|-------------------------|

Wrap-up

- | | | | |
|-------|--|-------------|-------------------------------------|
| 11:25 | 6. Announcements and Public Comment | Information | Meeting
Participants |
| 11:30 | 7. Meeting in Review and Call to Adjourn | Information | Karla Pleitéz
Howell, Vice Chair |

Next Meeting:

Wednesday, November 11, 2020, 10:00 a.m. to 11:30 p.m.

Virtual Meeting

Vision

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

Mission

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



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Minutes for September 9, 2020

Welcome and Introductions

1. Call to Order and Comments by the Chair

Chair Jackie Majors opened the meeting of the Policy Roundtable for Child Care and Development (Roundtable) via Microsoft Teams at 10:05 a.m. Jackie welcomed members, alternates and guests. She commented on the lessons learned and enriched perspectives gained during the COVID-19 pandemic that have altered the work of the early care and education field. As such, early care and education has been elevated as essential in service to families beyond health care professionals and first responders to others such as clerks at grocery stores and other important retail markets and more. Jackie added that the influence of the Roundtable is critical to shaping the future of the field through the pandemic and beyond. As part of her comments, Jackie announced the recent death of Jessie Salazar, Executive Director of Pathways LA, who would remind his colleagues and friends to march forward while carrying the flag for what is right.

Erica Weiss, staff with the Office for the Advancement of Early Care and Education (OAECE), conducted roll call of the meeting participants.

2. Approval of the Minutes

Jackie Majors, Chair, presented the minutes from June 2, 2020 and asked for a motion to approve. Dawn Kurtz made the motion to approve the minutes; Alejandra Albarran Moses seconded the motion. The motion on the minutes unanimously passed without abstentions.

Public Policy Update

3. State Budget and Legislaton

Michele Sartell, staff with the Office for the Advancement of Early Care and Education, directed meeting participants to the slide deck for the public policy update. Beginning with legislation, the Joint Committee on Legislation monitored 32 bills pertaining to early care and education, however the shift moved away from legislation in March to prioritize responding to the COVID-19 pandemic. With respect to the state budget, Michele relayed that the State Budget Act of 2020 was approved by Governor Newsom on June 29, 2020. She reminded meeting participants that the final budget was a significant shift from the \$153 billion budget plan initially proposed by the Governor that included a health reserve of \$20.5 billion. The Governor's revision in May to the budget package proposed across the board reductions that included cuts to the reimbursement rates for state subsidized early care and education programs and an elimination of infrastructure supports inclusive of investments in workforce development and facilities. Due to advocacy from the field, the California Women's Legislative Caucus and others, current reimbursement rates were maintained and modest investments were made to support the early care and education needs of working families and the programs that support them.

Michele very briefly reviewed the early care and education items addressed in Senate Bill (SB) 98, the education trailer bill, noting a couple of items of significance. The budget shifts early care and education programs, except the California State Preschool Program, into the California



Department of Social Services effective July 1, 2020. In addition, the SB 98 provided implementation language to the hold harmless provision, allowing California Department of Education (CDE)- contracted programs to fully earn their contracts while serving smaller numbers of children in the classroom per local and state public health guidance and providing distance learning. Among the challenges of the bill is the exclusion of programs not administered by Local Education Agencies (LEAs) that are unable to open their doors to serve children to earn their contracts even when providing distance learning to the children enrolled in their programs. SB 820, the education finance budget clean-up bill that is currently pending action by the Governor fixes the hold harmless provision for non-LEA programs that operate early care and education on school sites, allowing the programs to earn their contracts if they are providing distance learning. The bill also reduces the one-time payment to alternative payment and migrant payment programs from \$62.5 million to \$31.25 million, extends the number of paid non-operational days from 10 to 14, and makes some additional reductions and amendments.

Michele concluded by presenting a list of ongoing and emerging issues for consideration by the Roundtable as it prioritizes its work in the coming months. Among the items simply listed are workers compensation, risk of liability, stabilization funds, reimbursement rate system, and compensation/pay equity. Michele noted that prior to COVID-19, the early care and education system was already severely under-resourced, which has been exacerbated during the pandemic.

Public Policy

4. The Status of Child Care and COVID-19

Debra Colman, Director of the Office for the Advancement of Early Care and Education, referred meeting participants to her slide deck entitled “Early Care and Education during COVID-19. Debra began with a summary of the number of COVID-19 cases in Los Angeles County and included information on the rate of testing and the results overall of testing. Moving on, Debra summarized the impacts of COVID-19 on early care and education. She mentioned that the Health Officer Order never required early care and education programs to close. Rather, early care and education from the start has been considered critical to supporting health care professionals and other essential workers. She also touched upon the Department of Public Health guidance targeted to early care and education programs, which among other items limited the number of children in a group per classroom, and the magnified need for school age services resulting from the closure of K-12 schools.

Debra updated the meeting participants on the work of the Los Angeles County ECE COVID-19 Response Team – a collaborative of Los Angeles County Office of Education, County Department of Public Health–Office for the Advancement of Early Care and Education, First 5 LA, Los Angeles Unified School District, Child Care Alliance of Los Angeles, Child Care Resource Center, Greater Los Angeles Education Foundation, Child360, the Office of Mayor Eric Garcetti, the Center for Strategic Partnerships, and the child care resource and referral agencies. Among the response, the team has hosted briefings and webinars targeted to early care and education programs, created a mechanism for connecting essential workers to early care and education services with enhanced referrals, coordinating the distribution of supplies, securing funding to increase the available of subsidy vouchers for essential workers and low-income working families, and offering stabilization grants to maintain the operation of programs.

Debra summarized the data on the number of open and closed programs, noting that family child care home providers have remained open to serve families in more significant numbers than center-based programs. Next, Debra listed the challenges that have included operational costs associated with smaller group sizes and more intensive disinfecting practices, re-envisioning

practices that are developmentally responsive to children while ensuring their health and safety as well as the health and safety of the staff, and issues of liability and workers compensation. She concluded her presentation by suggesting potential policy recommendations relating to reforming the reimbursement rate system, investing in stabilization funds to support ongoing operations, and waiving liability risks for early care and education programs.

Discussion

5. Finding Our Focus During COVID-19

Jackie opened the conversation by reflecting on the convening of multiple stakeholders to develop a coordinated response to COVID-19 and its impacts on early care and education and serving as conduits of resources. She added that the interest of philanthropy, the Board of Supervisors and others ignited as early care and education has been elevated both as an essential infrastructure support and critical to economic recovery. Members and other meeting participants offered their reflections and recommendations that covered investing into the system from the local level (cities, County) in addition to state and federal government, developing the workforce and bringing new people into the field, elevating early educators and increasing their compensation, breaking down the digital divide and using technology to remain engaged with families, responding to the social-emotional development of young children and addressing their trauma, and reforming the reimbursement rate system and increasing rates that meet the cost of operating programs. Also noted was advocacy efforts needed in the very short term to ensure that all CDE-contracted programs are able to fully earn their contracts including those that are unable to re-open due to their host (e.g. lessor) setting (e.g. non-LEA such as a faith-based site) disallowing ongoing operations due to COVID-19. On this last point, it was relayed that the federal Administration for Children and Families located within the U.S. Department of Health and Human Services has issued very clear and supportive guidelines to programs operating Head Start programs on the side of both retaining their workforce and ensuring the health and safety of the families they serve, which are in direct conflict with CDE directives.

Karla Pleitéz Howell, Vice Chair of the Roundtable, synthesized the comments from the discussion into the following six themes:

Family Child Care Homes – Family child care home providers have been bearing the brunt of COVID-19 despite low compensation and should be elevated as champions.

Workforce – There is a need to craft the narrative of the early care and education workforce and its role in the system, possibly in partnership with the media.

Technology – Consider the role of technology as integral to early care and education, not as a replacement. It was suggested that advocacy is needed to provide WIFI access as part of public utilities without an added cost to eliminate the digital achievement gap.

Reimbursement Rate System – As part of a pay equity strategy, although the Governor and elected officials have not prioritized this as an area of concern.

Social-emotional Learning – The first five years are critical to children's development and they are missing an entire year of opportunities; there is a need to ensure that COVID-19 does not contribute as a deficit to their optimal development.

Regulatory Advocacy – Address the lack of consistency and continuity between the federal and state funding streams and administrative directives.

Karla concluded her comments by suggesting that the responsibility for addressing the issues not simply be punted from the local to the state to the federal. Rather, pressure with clear asks on the needs must be exerted to all level of governments, from the Board of Supervisors to state and federal elected officials.

Wrap-up

6. Announcements and Public Comment

- Debra announced that Marghot Carabali was reassigned to COVID-19 contracting tracing work.
- Child360 and Early Edge CA will be administering a survey soon to many Quality Start Los Angeles (QSLA) providers regarding their COVID-19-related challenges and workforce needs. Elsa Lancaster offered a sharing of the results with the Roundtable.

7. Meeting in Review and Call to Adjourn

See above for Karla's synthesis of the conversations.

The meeting was adjourned at 11:33 a.m.

Members Attending:

Jeannette Aguirre, Probation Department
Alejandra Albarran Moses, Supervisorial District 4
Ellen Cervantes, Supervisorial District 5
Fran Chasen, Southern CA Chapter – California Association for the Education of Young Children
Richard Cohen, Supervisorial District 3
Jennifer Hottenroth, Department of Children and Family Services
Dawn Kurtz, Child360
Sharoni Little, Supervisorial District 2
Jackie Majors, Child Care Alliance of Los Angeles County
Jacquelyn McCroskey, Commission on Children and Families
Ofelia Medina, First 5 LA
Terry Ogawa, Supervisorial District 3
Karla Pleitéz Howell, Supervisorial District 1
Dean Tagawa, Los Angeles Unified School District
Julie Taren, Child Care Planning Committee
Boris Villacorta, Supervisorial District 1

Alternate Members Attending:

Debi Anderson, Los Angeles County Office of Education
Debra Colman, Department of Public Health
Liliana Hernandez, Southern CA Chapter – California Association for the Education of Young Children
Carolyn Kaneko, Department of Mental health
Marcy Manker, First 5 LA
Nora Garcia-Rosales, Department of Public Social Services
Paul Pulver, Child Care Alliance of Los Angeles

Guests Attending:

Cristina Alvarado, Child Care Alliance of Los Angeles

Jennifer Cowan, Connections for Children

Natalie Dunaway, California Department of Social Services/Community Care Licensing Division

Elsa Jacobsen, Child360

Maral Karaccusian, Office of Supervisor Janice Hahn

Shoghig Khadarian, California Department of Social Services/Community Care Licensing Division

Terry Kim, Children's institute

Ariana Oliva , UNITE-LA

Ashley Portillo-Baloy, Child360

JoAnn Shalhoub-Mejia, California Federation of Family Child Care Association, Inc.

Staff:

Michele Sartell

Erica Weiss

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Transitioning of State Contracted Early Care and Education Programs

October 14, 2020



BACKGROUND

- Senate Bill 98 (Chapter 24; Approved June 29, 2020) transfers early care and education programs, except the California State Preschool Program (CSPP), from the California Department of Education to the Department of Social Services (CDSS) in order to align all child care programs within a single department and to ease collective bargaining.
- \$2.3 million appropriated to facilitate the transfer of programs.
- Effective July 1, 2021 include:



LIST OF PROGRAMS SLATED FOR TRANSFER TO CDSS

- Alternative payment programs
- Migrant alternative payment programs
- CalWORKs Stage 2 Child Care
- CalWORKs Stage 3 Child Care
- General child care and development
- Migrant child care and development programs
- Child care and development services for children with disabilities
- Child and Adult Care Food Program
- Child care and development facilities capital outlay
- Administration of the federal Child Care and Development Fund (CCDF)
- Lead agency for the CCDF State Plan Early Learning and Care Infrastructure Grant Program
- Early Learning and Workforce Development Grants Program
- California Head Start State Collaboration Office funded by collaboration grants
- Early Head Start-Child Care Partnerships Grant from U.S. Department of Health and Human Services
- Resource and referral
- **Local child care and development planning councils**
- California Child Care Initiative
- Other child care quality improvement projects
- Child Development Management Information System and other related data systems
- Memoranda of understand and partnerships related to program, services and systems



CALIFORNIA DEPARTMENT OF SOCIAL SERVICES OBJECTIVES

- Adopting a whole child, multigenerational approach
- Leveraging data-driven decision to enhance resources
- Ensure the subsidy system addresses families most in need
- Streamlining CalWORKs Child Care programs
- Integrating the Emergency Child Care Bridge Program into other subsidy programs
- Providing trauma-informed care practices
- Furthering licensing as the foundation of health and safety in all settings and integrating it with quality improvement efforts

* Excerpts from California Department of Social Services. Child Care Transfer Quarterly Report - October 2020 retrieved on October 13, 2020 from https://cdss.ca.gov/Portals/9/CalWORKs/CCT/CC_TRANSITION_QTRLY_REPORT_%20OCT_%202020.pdf?ver=2020-10-09-082836-630



LISTENING SESSION THEMES – OCTOBER 3, 2020

- Spirit of partnership, mutual respect and appreciation, collaboration, culture of trust
- Value diversity of ECE system
- Cash flow – make apportionments in a timely manner by direct deposit rather than paper checks
- Remove administrative burdens:
 - Contract based on enrollment rather than attendance
 - Reduce paperwork/forms and eliminate unnecessary questions
 - Seamless transfer of funds between CCTR and CSPP contracts
 - Streamline eligibility across publicly funded programs
- **Eliminate family fees**
- Ease navigation of ECE programs for families
- Underfunded, over-regulated system



OPPORTUNITIES FOR ENGAGEMENT

- California Department of Social Services hosting quarterly child care stakeholder calls
- First call was July 23, 2020
- First quarterly report due to the legislature on October 1st
- Next meeting scheduled for October 29, 2020 at 10:00 a.m.
- <https://cdss.ca.gov/inforesources/cdss-programs/calworks-child-care/child-care-transition>
- Quarterly reports



July 2020 & quarterly throughout the transition

Stakeholder Update Call, launch of Transition
webpage & comments process

**October 2020 & quarterly throughout December
2024**

Progress Report due to legislature & ECPC

Child Care
Transition

January 2021

Key
Milestones

DRAFT Transition Plan posted for public comment

March 2021

Transition Plan due to legislature & ECPC

July 1, 2021

Official Launch of New Division at CDSS

COMMENTS/QUESTIONS





Speaker Bio - October 14, 2020

Early Childhood Workforce and the Impact of COVID-19

SEAN DOOCY, RESEARCH ASSOCIATE – CENTER FOR THE STUDY OF CHILD CARE EMPLOYMENT

Prior to joining Center for the Study of Child Care Employment (CSCCE) in 2018, Sean conducted research at the intersection of community development and education policy, focusing on facilities financing for early childhood education and K-12 public schools, as well as housing segregation and access to educational opportunity. As a researcher at the Center for Cities + Schools, he led a workforce study of Berkeley Unified School District staff to understand their housing needs and inform a potential housing assistance plan for district employees. That research led to an interest in improving outcomes for children by focusing on policies that affect the educator workforce – and led him to CSCCE, where he now works on the California ECE Workforce Study. Sean holds a Master of City Planning degree from the University of California, Berkeley.

DR. ASHLEY WILLIAMS, SENIOR POLICY ANALYST – CENTER FOR THE STUDY OF CHILD CARE EMPLOYMENT

Ashley Williams joined the CSCCE team as the Senior Policy Analyst where she tracks, analyzes, and translates state and national ECE policy development with a particular focus on issues related to early educators. She is the former Associate Director of EDvance, an ECE teacher preparation program at San Francisco State University. Over the past 16 years, Ashley has worked in several roles in ECE including serving as a Jumpstart Corps Member where she started her ECE journey. Ashley continued on to become a Preschool Teacher, Head Start Center Director, and early childhood teacher educator at the undergraduate and master's level at San Francisco State. She has experience with ECE policy and systems work, serving as the Senior Quality and Workforce Analyst for the San Francisco Office of Early Care and Education. Her professional work also extends internationally as she has co-led a summer study abroad service-learning program in ECE settings in the Vrygrond Township of Cape Town, South Africa. Overall, Ashley's daily work and research is rooted in contributing to ECE systems in ways that dissolve and resolve inequities in ECE that negatively impact children, families, and educators. She is in her final year in the San Francisco State Educational Leadership Doctoral Program and earned both her BA in Child and Adolescent Development from and a Master of Arts in Education, with a specialization in Early Childhood Education from San Francisco State as well.

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In one word, how would you describe your week so far?

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October 14, 2020

Insights on the Impact of COVID-19 on California Child Care

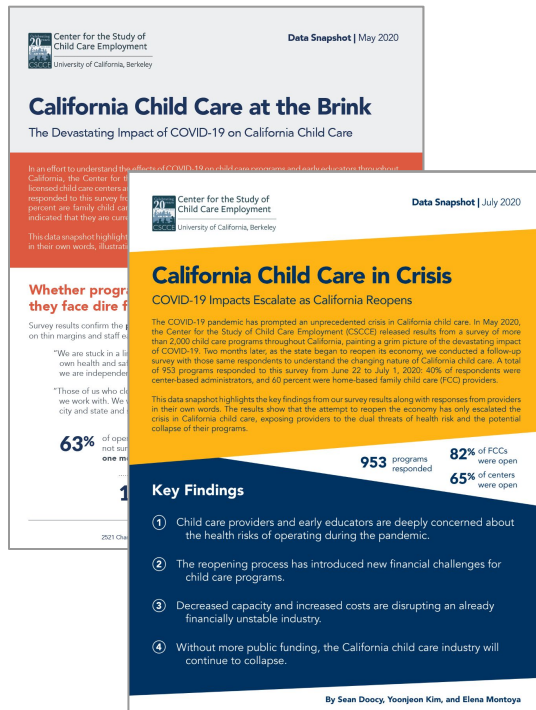
Center for the Study of Child Care Employment
University of California, Berkeley



Sean Doocy
Research Associate

Ashley Williams
Senior Policy Analyst

California COVID-19 ECE Impact Study



Conducted two surveys:

- April: **2,180** child care programs participated
 - 34% centers | 66% FCCs
- June/July: **953** child care programs participated
 - 40% centers | 60% FCCs

A survey of 953 California child care centers found that center owners are struggling to protect both their health and their income against the COVID-19 pandemic.

The result: an essential service is slowly collapsing.

25% of child care centers are currently closed

47% of those that closed said staying open put their family's health at risk

80% of programs that stayed open report they can't afford to close

77% of child care centers report lost income because of reduced student enrollment

Source: UC Berkeley Center for the Study of Child Care Employment



Serious Health Concerns

Providers from closed programs cited the following reasons for their closures:

They felt their family's health was at risk



They felt their own health was at risk



They felt the health of the children and families they serve was at risk



Decreased Income, Increased Costs

77% of open programs have experienced loss of income from families.

99% of open centers and **78%** of open FCC programs have fewer children attending than pre-pandemic (January 2020).

80% of open programs have experienced higher costs due to cleaning/sanitation and PPE supplies.

Centers

On average, centers with fewer children are operating at 44% of their pre-pandemic attendance.



FCC Programs

FCC programs with fewer children are operating at 55% of their pre-pandemic attendance.



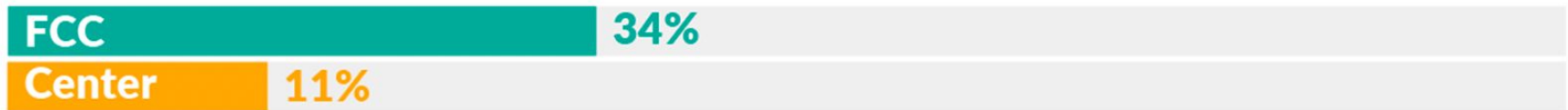
Financial Burden for Family Child Care

Providers have experienced the following issues:

Been unable to pay themselves at some point



Taken on personal credit card debt to cover program expenses



Missed a rent or mortgage payment for their program



We've heard from the workforce...



"Right now in my state, there's so much frustration with our invisibility as a field. The fact that we've been an afterthought through this whole crisis. Our governor gave out this whole proclamation about how he was closing schools because we need to protect educators and children and their families. And we're sitting here going 'Um, what do you think we are and what do you think we do?'"-Center-based Educator, Wisconsin

"We are highly qualified educators, have the seniority, have the fidelity to the best practices; we're producing positive outcomes, but who's listening to us? Who's really doing something to take care of us? Who is going to take care of us? We take care of the children in this country by providing care, supervision, education and beyond. And who's going to take care of us? Who's listening to us? We're the backbone of the economy and we're the backbone of the educational system in early childhood, where the most critical brain development takes place... Enough is enough".

Center-based Educator, California



"I don't think that they're paying that much attention to what they're asking us to do. The fact that we are the lowest paid people on the planet or that some of us are older. I can't afford to get COVID-19. I started thinking about writing my will the other day. I mean that's a serious step to take just because I don't want to be one of the hundred thousand people that died." - FCC Educator, California



Positive COVID-19 Cases

California Child Care Facilities

Program Type	Staff	Children	Parents
FCC	266	259	426
Center	747	398	434

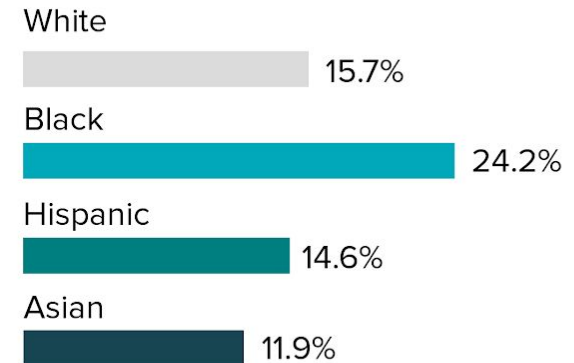
Note: Numbers from most recent data from DSS as of October 1, 2020

Existing Disparities in California



Early educators who are black are even more likely to be in poverty

Shares in poverty, by race/ethnicity



Discussion




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What issues are emerging from your discussions?

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What should we be seeking to learn and address regarding the impact of COVID-19 on California ECE programs?

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Next Steps: Fall 2020

California Early Care & Education Workforce Study



The California Early Care & Education Workforce Study will provide a picture of the California ECE workforce in the midst of this unprecedented crisis, and serve as the cornerstone for an ongoing, comprehensive data system for the early childhood workforce in California.

Thank You



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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