

**Wednesday, December 2, 2020 • 12:00 p.m. – 2:00 p.m.**

Microsoft Teams

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To join via telephone: +1 323-776-6996 United States, Los Angeles (Toll); Conference ID: 488 352 96#

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

### **AGENDA**

- |             |  |  |  |
|-------------|--|--|--|
| 1.<br>12:00 | <b>Welcome and Introductions</b><br>▪ Opening Statement and Comments by the Chair  | <b>Julie Taren, Chair</b>  |  |
| 2.<br>12:15 | <b>Approval of Minutes</b><br>▪ November 4, 2020<br><br>▪ Roll Call of Members/Alternates  | <b>Action Item</b><br><br><br><b>Ernesto Saldaña, Vice Chair</b><br><br><br><b>Erica Weiss</b>       |  |
| 3.<br>12:25 | <b>Policies and Procedures Revisions</b><br>▪ Proposal to Institute a Consent Calendar for Certain Action Item<br>▪ Formalizing Processes for Virtual Meetings | <b>Action Item</b><br><b>Nicole Lopez and JoAnn Shalhoub-Mejia, Co-chairs, Governance Work Group</b> |  |
| 4.<br>12:45 | <b>Addressing the Immediate COVID-19-related needs of Dual Language Learners (DLLs) and Their Families</b><br>▪ Presentation and Discussion                    | <b>Carolyn Crolotte, Early Edge California and JunHee Doh, Advancement Project</b>                   |  |
| 5.<br>1:35  | <b>ECE Substitute Teacher Initiative</b>   | <b>Eli Pessar, Child360</b>  |  |
| 6.<br>1:50  | <b>Announcements and Public Comment</b>  | <b>Ernesto Saldaña</b>   |  |
| 7.<br>2:00  | <b>Call to Adjourn</b>   | <b>Julie Taren</b>   |  |

**Next Meeting – Wednesday, January 6, 2021**

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

## Meeting Minutes – November 4, 2020

Members in Attendance (42)				
Parents	ECE Program	Community Agency	Public Agencies	Discretionary
Alejandra Berrio	Norma Amezcua	Dr. Tamar Andrews	Anne Blackstock-Bernstein	Christina Acosta
LaRae Cantley	Rocio Bach	Liliana Sanchez for Samitha Givens	Eileen Carrillo-Lau	Kevin Dieterle
Jessica Chang	Andrea Fernandez	Maria Harris	Dr. Melita Ferguson	La Tanga Hardy
Cathy Coddington	Sandra Flores	Aolelani Lutu	Nora Garcia-Rosales	Toni Isaacs
Crystal Jones	Nicole Lopez	Ariana Oliva	Angela Gray	Kelly O'Connell <i>1<sup>st</sup> Supervisorial District</i>
Ernesto Saldaña	Deborah Paratore	Kathy Schreiner	Ana Lopez	Dianne Philibosian <i>5<sup>th</sup> Supervisorial District</i>
Magdalena Pereya for Delia Vicente	JoAnn Shalhoub-Mejia	Edilma Serna	Osvaldo Colin for Maria Mora	Sarah Soriano <i>4<sup>th</sup> Supervisorial District</i>
	Lisa Wilkin	Veronica Torres	Gabriel Muñoz	Julie Taren <i>3<sup>rd</sup> Supervisorial District</i>
		Laurel Murray for Jana Wright	Cherise Roper	Cecelia Urrea

**Guests and Alternates:** Ranae Amezcua – Alternate for Cherise Roper, Regina Angelo-Tarango – Alternate for Ana Lopez, Yecenia Cardenas – Think Together, Yolanda Carlos – Alternate for Toni Isaacs, Lisa Catanzarite – Unite-LA, Fran Chasen – Alternate for Julie Taren, LaShell Diggs – Long Beach Unified School District/Head Start, Mark Funston – Lakeshore Learning, Dinan Guan – Unite-LA, Dr. Kimberly Hall – First 5 LA, Monica Hernandez – Alternate for Edilma Serna, Terry Kim – Children's Institute, Dawn Kurtz – Child360, Stephanie Maestri – First 5 LA, Valerie Marquez – Alternate to Angela Gray, Marcella McKnight – Early Learning Alliance, Ofelia Medina – First 5 LA, Sarah Mejia, Giselle Navarro-Cruz – Alternate for La Tanga Hardy, Becca Patton – First 5 LA, Joyce Robinson – Opportunities Exchange, Gina Rodriguez – Alternate for Kevin Dieterle, Laura Ramirez – Child360, Sanaz Sazegar – Unite-LA, Fiona Stewart – Alternate for Christina Acosta, Ed Sudario – Child360, Jacqueline Torres – Alternate for Nicole Lopez, Sally Valenzuela – Alternate for LaRae Cantley, and Emma Watson – Alternate for Ernesto Saldaña

**Staff:** Michele Sartell, Debra Colman, Renatta Cooper, Erica Weiss

### 1. Welcome and Introductions

Julie Taren, Chair, opened the Child Care Planning Committee (Planning Committee) meeting at 12:05 p.m. She welcomed members, alternates and guests to the meeting. She instructed members, alternates and guests to sign into the meeting using the chat feature and then reviewed housekeeping items for the virtual meeting. Julie invited Yolanda Carlos to read the vision statement and Kelly O'Connell to read the mission statement. Julie commented on the anxiety leading up to and around the election that is historic in the numbers of people voting and the likelihood that for the first time there will be five women on Los Angeles County Board of Supervisors as the results show Senator Holly Mitchell in the lead.

Julie announced that Ariana Oliva will serve as Julie's alternate to the Policy Roundtable for Child Care and Development and Alejandra Berrio has been appointed to join Nellie Ríos-Parra as the Planning Committee's parent representative to the QSLA Leadership Council. Julie thanked both Ariana and Alejandra for their willingness and leadership in service on behalf of the Planning Committee. Next, Julie reviewed the agenda, noting that it had been re-organized to accommodate the availability of the speakers.

## **2. Pathway to Progress: Indicators of Young Child Well-Being in Los Angeles County**

Julie introduced Dr. Kimberly Hall, Interim Director of Measurement, Learning and Evaluation and Becca Patton, Director of Early Care and Education at First 5 LA to present the recently released *Pathway to Progress: Indicators of Young Child Well-Being in Los Angeles County*. She added that in addition to the presentation, Kim and Becca planned to engage meeting participants in a conversation on opportunities for the Planning Committee to contribute to data collection efforts and early thinking on systems level indicators that contribute to children and family overall well-being. Julie also introduced Stephanie Maestri of First 5 LA as she served as lead on working with data on the population level early care and education indicators, in attendance to listen and contribute to the discussion as needed.

Kim reflected on her history and interest in data for purposes of research and evaluation that has the capacity to amplify diverse voices and serve as tools for advocacy, and drive policy change, practice change, and will building. Referring to her slide deck, Kim started with the graphic, Our Pathway for Systems Change, which she described as illustrating the conditions needed to reach the north star that by 2028, all children in Los Angeles County enter kindergarten ready for success in school and life. She then walked meeting participants through the connections between the graphic with the impact framework indicators that address results for children and families, long-term systems outcomes and short-term markers of progress. Kim described the selection criteria for the result population level indicators that include best practices, empirical and contextual considerations, and the availability of data.

Becca discussed the challenges of diving deeper into the data of children enrolled in publicly funded early care and education program. In thinking about the available data, First 5 LA is also thinking about how data can inform the overall system and strategies for improvement. Becca added that little is known about the quality of all early care and education programs other than work centered on quality supports for programs enrolled in Quality Start Los Angeles (QSLA). As of now, quality data is available on only seven percent of all programs. Efforts are shifting to look at how to better support the quality of all program types inclusive of centers and home-based services.

Becca and Kim presented four questions for discussion:

- What is data telling us? What is it not telling us?
- What other data related to early care and education indicators are you aware of
- How does the data align with the work of the Planning Committee?
- What can the Planning Committee do to help?

Discussion points were as follows:

- It was clarified that data on children enrolled in subsidized programs is inclusive of Early Head Start and Head Start, however is not inclusive of children enrolled in transitional kindergarten.
- It was noted that the Planning Committee is required to conduct needs assessment and set priorities based on gaps for subsidized services on behalf of the California Department of Education (CDE), however has long been interested in going deeper into the data both in terms of securing data sets – for example on numbers of children enrolled by race, numbers of children

with Individual Family Service Plans (IFSPs) and Individual Education Programs (IEPS), and primary languages of children and their families – and examining the data in ways to better meet the needs of the communities.

- The past couple of months, the Planning Committee has been engaging in discussions on racism and racial justice. How is First 5 LA considering systemic racism and racial justice as this work moves forward? First 5 LA plans to present disaggregated data as it is available. Current, data is limited, however advocacy efforts are underway to secure data by race and ethnicity as well as geography within and across Los Angeles County. With respect to system level indicators, First 5 LA will be convening local stakeholders to explore potential indicators.
- The California Governor's Office has convened the California Data System Team to design the California Cradle-to-Career Data System, which will serve as a longitudinal data system that will address, among other things, early care and education. How is Los Angeles County informing state level data collection? First 5 LA is not involved, however Susan Savage of the Child Care Resource Center is a member of the team. This is a new policy area; the challenge is moving beyond focusing data efforts on publicly funded early care and education to the broader delivery system. It was mentioned that the Child Care Resource Center collects and presents data on their service area, suggesting that their work could serve as a model or template for replication and expansion to other areas of the county. The question is what resources are needed by the child care resource and referral agencies to build out the data infrastructure.
- In response to the change in the early care and education landscape due to COVID-19, data has not yet been fully explored. The plan is to stay abreast of updates to the data and make it available. The challenge is that there is always a delay from real time experiences to when the data becomes available for analysis.
- Some programs are using the app, "Hi Mama" to track enrollments, daily schedules and communicate with parents in real time. The app creates spreadsheets that program administrators may use to track enrollments and attendance of children, including breaking it down by part- and full-day and attendance over time. This was noted as a great example of thinking through the infrastructure for using data that may be helpful for planning and reduce burdens for providers.

Julie thanked Kim and Becca for their presentation, the opportunity for the conversation, and consideration for engaging the Planning Committee in future stakeholder conversations to develop system indicators.

### **3. Reflections on Racial Justice Conversations and Proposed Next Steps**

Ernesto acknowledged the need to process events with significant impacts on the future of our nation, state and local communities over the last several months, most recently the yet to be resolved presidential and local elections and confirmation of Judge Amy Coney Barrett to the U.S. Supreme Court in addition to ongoing negotiations for another federal stimulus package, and deeper examinations of racism as it persists in systems and institutions including early care and education. Reflecting on the September and October meetings, he noted the rich, powerfully evolving conversations on racism and racial justice as it impacts and is experienced in early care and education entered in the chat feature and expressed out loud and then venturing beyond the "walls of the meetings. Ernesto acknowledged the hard work of being in conversation that allows for discomfort and silence, critical to achieving the goal of racial justice for programs and families of color. All the feelings belong and need to be acknowledged. He added that conversations are occurring in a variety of forums in which the Planning Committee is only one of those forums.

He continued by speaking to the importance of keeping the conversations going that may help direct solutions when there is a return to implementation activities related to the strategic plan as well as influencing policy asks that may be elevated to the Roundtable, Board of Supervisors and our elected officials in Sacramento. Kevin Dieterle, a discretionary member of the Planning Committee

representing First 5 LA and member of the Quality Start Los Angeles (QSLA) Leadership Council was then invited to elaborate his comments recorded in the chat feature during last month's meeting as a kick off for opening up the opportunity for meeting participants to add their reflections on the conversations to date.

Kevin reflected on the powerful comments in the chat box prompted by Keisha Nzewi's presentation at the October meeting and shared the importance of internal reflection for addressing issues of race and racial justice. He also talked about the importance of actively engaging in work that shapes change, cautioning about being complicit with white supremacy through silence. Since the meeting in October, Kevin has been thinking about the quality improvement work underway. He spoke to the value of the mixed delivery system and suggested work is needed to re-define the efforts to represent the field and the families receiving services. He asked, "if we were to develop a QRIS today, would it look the same given what we now know. What are the markers of quality – is it a degree? Or are there other defining factors?" His comments suggested an overall examination of the QRIS as it currently exists and then to re-think previous assumptions, consider the resources needed by early care and education programs to fully operate in service to the children and families in their communities and thinking about quality from the perspective of each community that embraces their unique cultures and languages. Kevin added that as the largest county in the state, Los Angeles has the potential to serve as a leader and drive the conversations on what is quality and what is needed to support programs.

#### Discussions and Comments from the Chat:

- What is getting in our way of identifying the problems? 1) Field relies on the exploitation of women of color to do the work, which is in the way of actually compensating/valuing the workforce; 2) deep obsession with quantifying progress without thinking through what would be a better metric – has the teacher been asked what has made a difference for them? How does the teacher measure progress? Telling a story that means something. Need to think more deeply about a data strategy.
- Women of color have been exploited historically, which continues today as evidenced by their being undervalued and underpaid. Systemic racism and sexism – and how it relates to short-coming of the system.
- A marker of quality is its connection to culture; however, culture is treated as an add on when it should be the core. Forums such as this need to beat the drum for moving beyond best intentions to strategically creating change. Data provides useful information, but more is needed. It is implied that if the setting is not licensed, it is not good quality. Yet, many parents choose family, friend or neighbor care for good reason and people have been successfully caring for children without advanced degrees.
- Need to study what is happening in family, friend and neighbor care that is high quality where meaningful activities are supporting children's development.
- Start where people are rather than where we think they should be.
- If we truly want to make meaningful change for our youngest learners and their families, we need to address and recognize the lack of cultural responsiveness in our system and within ourselves.
- Intentions do not always equal outcomes.
- It was that higher education was a public good; now puts people in debt. A degree does not speak to the full character of a person.
- Ask parents for their definition of quality.
- A difficult question we need to ask ourselves: Are our goals and objectives created to make our organization look good/show success or is it really in the best interests of the children, families and teachers/providers on the front lines?
- The previous comment aligns with last month's conversation on who is defining and measuring quality. Cost and language barriers are obstacles. We have some of the most amazing early

educators who speak the language of the children, yet institutions of higher education do not support them, an issue that needs addressing.

- High quality supports must include addressing the inequities that families face as well.
- Agreement that data is important but raises the question of when does data impact the early educator's compensation. Equity messaging is needed for the entire field – child, family and workforce!
- From a systems level, need to seek input from families and the workforce.
- All professionals are informed by a knowledge base; early care and education is not informed by its professionals, unlike other professions such as the medical field. Early care and education professionals must become more active in writing peer reviewed articles informing our profession, what quality looks like, and the interventions.
- Think of children and families – value families. Research on Latinx families has found *confianza* (e.g. mutual reciprocity or trust) to be key and that is why families choose a family member to care for their children.
- Cultural and linguistic congruence is perhaps the main indicator of quality that parents seek. It is likely the case for people representing the power dominant group as much as it is for people of color. The difference is that in a white supremacist values-based system, who must think of it?
- Competence and effectiveness – who is hiring teachers and teacher leaders without the educational requirement?
- Families also consider access and cost as part of quality. How can a program be high quality if families are unable to enroll their children?
- What about an online pilot program for helpers and assistants to obtain teacher permits? They often present with great heart and loyalty in service to children and families. There are programs such as Career Pathways Program at El Camino College that supports prospective early educators.

Ernesto thanked Kevin for sharing his reflections and understanding the marginalization of the work. Ernesto added that he was lifted by the comments in the chat with many putting providers at the forefront of the work. He concluded by stating that he is privileged to be in the space where these conversations are occurring. Many people in the chat also thanked Ernesto and Kevin for their thoughtfulness and honesty.

#### **4. Approval of Minutes – October 7, 2020**

*Ernesto Saldaña, Vice Chair, reviewed the minutes from October 7, 2020 and asked for a motion to approve. Yolanda Carlos made the motion to approve the minutes; LaRae Cantley seconded the motion. The motion on the minutes passed with Anne Blackstock-Bernstein abstaining.*

#### **5. LPC Annual Report and Self-Evaluation – 2019-20**

Nicole Lopez and JoAnn Shalhoub-Mejia, co-chairs of the Governance Work Group, relayed that every year at this time the Governance Work Group presents the annual self-evaluation of the previous year for the Planning Committee's approval. This year the California Department of Education is now requiring the local child care and development planning councils (LPCs) to complete and submit the annual report to accompany the self-evaluation. Nicole and JoAnn, as a point of information, mentioned that the Governance Work Group is scheduled to meet later this month to update the Policies and Procedures to include a section on preparing the annual report and self-evaluation as well as craft procedures for holding virtual meetings. They continued, commenting that the annual report and self-evaluation documents are due to the California Department of Education by mid-November.

The Governance Work Group met in person on September 17<sup>th</sup> to review each of the items in reference to the corresponding Education Codes. Based on the review, the Governance Work Group finds the LPC compliant in all areas.

*Julie Taren, Chair, asked for a motion to approve the annual report and self-evaluation for FY 2019-20. Veronica Torres made the motion to approve; Sarah Soriano seconded the motion. The motion on the annual report and self-evaluation passed unanimously.*

## **6. 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.

- The next COVID-19 Telebriefing for Early Care and Education is scheduled for Wednesday, November 4, 2020 at 4:00 p.m. An e-mail with details on joining the call was sent earlier in the day.
- The Infant Development Association (IDA) will be hosting a conversation on “Managing Stress and Building Resilience in Challenging Times” on Monday, November 9, 2020 at 1:00 p.m. An e-mail with information is forthcoming.
- On Tuesday, November 17, 2020 at 12 p.m. IDA has scheduled a workshop on “Trauma-Informed Practice: Perspectives for Early Intervention”. An announcement will be sent via e-mail soon.
- IDA also is leading LIVE Coach-the-Coach Early Intervention sessions, offering an opportunity for providers to have conversations on coaching in the field of early intervention. For more information, visit <https://www.idaofcal.org/events>.
- The Advancement Project in partnership with Children’s Equity Project and The Children’s Partnership is holding a webinar on Tuesday, November 10, 2020 at 2:00 p.m. entitled Start with Equity: California. An invitation via e-mail will be forthcoming.

## **7. Adjournment**

Julie thanked everyone for their participation in the meeting and the presentations.

*The meeting was adjourned at 1:54 p.m.*



## **POLICIES AND PROCEDURES**

### **I. Standard Operating Procedures**

Anything not covered by the following policies and procedures will revert to Robert's Rules of Order.

### **II. Membership**

#### **RECRUITMENT OF CHILD CARE PLANNING COMMITTEE MEMBERS**

The Governance Work Group of the Child Care Planning Committee (Planning Committee) will conduct recruitment in support of the recommending/appointing bodies, and in compliance with the membership categories defined in the *Education Code Sections 8499 - 8499.7*. To ensure optimal representation and access to this process, recruitment and outreach will be undertaken no less than three (3) months prior to the selection of members. Recruitment and selection will take into consideration geographic and ethnic representation, and will ensure that there will be at least one (1) member from each of the Service Planning Areas:

- Diversity within each category will be a primary consideration in the selection of members. For example, in the "Child Care Providers" category, every effort will be made to include representatives of programs operated under a variety of auspices (public, non-profit, for-profit, church-related, cooperatives, family child care, resource and referral/alternative payment programs, etc.).
- Appropriate nominating groups will be designated for each of the membership slots. Each of the five Board of Supervisors will name one member. The Superintendent of the County Office of Education will recruit members through local School District Superintendents.
- Prospective members will be asked to identify any family members serving on the Planning Committee. In the event that multiple family members are seeking to serve on the Planning Committee, the Governance Work Group will consider the Planning Committee's commitment to diversity, the skills of each member, and ability of each individual to contribute to the mission of the Planning Committee.
- The Governance Work Group will review the membership applications in consultation with the Child Care Planning Coordinator and recommend a membership slate to the Planning Committee for action. Any participant of the Governance Work Group who is being considered for membership cannot participate in the discussion of a membership roster or the final recommendations for membership that will be forwarded to the full Planning Committee. This includes alternates who have applied to become members and members whose first three-year term is expiring and wish to extend their membership for another three-year term.
- Nominees will be presented for appointment before September of each year.

## **ALTERNATES**

Each member will name an alternate to serve in his/her absence and will give Planning Committee staff the alternate's name and contact information (address, telephone number, e-mail address, etc.). Effective FY 2019-20, the alternate must represent the same category as the member. The member is responsible for maintaining communication with the alternate regarding the business of the Planning Committee and for ensuring that the alternate is available to attend meetings. Alternates are encouraged to attend and participate in discussions at all Planning Committee and Work Group meetings. In the absence of the member's attendance at a meeting, the alternate will be entitled to vote.

If a member chooses to identify different persons to serve as his/her alternate for the Planning Committee and for a Work Group, it is the member's responsibility to provide Planning Committee staff the appropriate information on both alternates.

## **TERMS OF OFFICE**

Members will serve three-year terms and may serve for up to two (2) consecutive three-year terms without a break. Former members will be eligible for re-nomination after a one (1) year hiatus.

An individual's term of membership may be terminated prior to the end of three (3) years due to: changes in employment or residence; conflict of interest issues; excessive absence (see II. Attendance and Participation); or other changes in status that affect the member's representation on the Planning Committee. When this occurs, effective FY 2019-20 the individual designated as the member's alternate will continue to serve in this capacity through the end of the year.

Members designated by a Board Office serve at the discretion of the Board members who designated them and may do so beyond the six-year limit. A member designated by a Board office may be replaced under the following conditions: 1) the choice of the Supervisor; 2) the resignation or retirement of the Supervisor from the Board; or 3) the unsatisfactory participation of the designated member in which case the procedure described in Section III is implemented.

## **OFFICERS**

There are two (2) Officers of the Planning Committee: Chair and Vice Chair.

The term of the Chair will be two (2) years. If the Chair's membership term expires during his or her term as Chair, the membership term will be extended through the completion of term of office.

The Chair of the Planning Committee shall: 1) Chair the Planning Committee meetings; 2) help develop the agenda for each meeting; 3) sign all documents related to contracts with the California Department of Education, Board letters related to Planning Committee business, and other correspondence deemed appropriate; 4) serve as the Committee's representative to the Chief Executive Office on matters related to staff selection; and 5) represent the Planning Committee on the Policy Roundtable for Child Care and Development.

### **Election of Chair**

Every two years, or in any year in which the Chair position is vacant, at the time of new member recruitment, the nominating process will begin. Members will be given nomination forms describing the role, responsibilities, and qualifications for Chair. To qualify to be nominated for

Chair, a member must have served on the Planning Committee for at least one year within the last five (5) years and have been actively participating through attendance at both Planning Committee and Work Group meetings. Members may nominate themselves or other Planning Committee members.

Nominations will be open throughout the period of membership recruitment. All nominees will be contacted to ascertain their interest in serving as Chair. The names of all nominees who agree to have their names brought forward will be presented to the full membership prior to the meeting at which the membership slate is approved. The election of the Chair from among those nominated will take place at the same meeting as the approval of the membership slate.

### **Election of Vice Chair**

The term of office for the Vice Chair will be one (1) year with a one-year renewable term upon election.

The Vice Chair shall chair the meetings in the absence of the Chair. In the event that the Chair cannot fulfill his/her term, the Vice Chair will step in to fulfill the role of Chair for the remainder of the Vice Chair's term. In his/her capacity as acting Chair, the Vice Chair may appoint, from among actively participating members, an interim Vice Chair for the remainder of the Vice Chair's term.

Every year, at the time of new member recruitment, members will be given nomination forms for the position of Vice Chair. To qualify to be nominated for Vice Chair, a member must have served on the Planning Committee for at least one year within the last five years and have been actively participating through attendance at both Planning Committee and Work Group meetings. Members may nominate themselves or other Planning Committee members.

Nominations will be open throughout the period of membership recruitment. All nominees will be contacted to ascertain their interest in serving as Vice Chair. The names of all nominees who agree to have their names brought forward will be presented to the full membership prior to the meeting at which the membership slate is approved. The election of the Vice Chair from among those nominated will take place at the same meeting as the approval of the membership slate.

### **III. Attendance and Participation**

Although a quorum is constituted by 50 percent of the current membership, members are expected to attend all Planning Committee meetings, or arrange for an alternate to attend. All member(s) and their alternate(s) must sign the attendance roster provided for each Planning Committee meeting and each Work Group meeting.

### **ABSENCES**

Members may be absent from no more than three (3) consecutive Planning Committee meetings or three (3) consecutive Work Group meetings. To be considered absent from a meeting, neither the member nor his/her alternate would be present. After the second consecutive absence, the Planning Committee staff may contact the absent member. After the third consecutive absence, a letter will be sent from staff to the appointee notifying him/her of his/her termination from the Planning Committee. Termination from the Planning Committee does not prohibit participation as a guest.

Exceptions to this termination process are members who have been specifically appointed by the Board of Supervisors or by the Los Angeles County Superintendent of Schools. In these cases,

Planning Committee staff will contact staff of the Board Office or the Los Angeles County Superintendent of Schools to recommend termination and to consult with them.

## **WORK GROUP PARTICIPATION**

Participation in at least one (1) Work Group is required of all members. All members must choose their Work Group by the second Planning Committee meeting following the orientation of new members. Failure to attend any Work Group by the third Planning Committee meeting following the orientation meeting will be recorded as an absence. A member may change his/her Work Group by notifying the staff of the Planning Committee and the Chair(s) of the Work Group, which he/she is leaving.

In order to remain on the Planning Committee, a member or his/her alternate can miss no more than three (3) consecutive meetings of the Work Group. (Please see Absence provision.)

Work Group participation is open to any interested individuals regardless of membership status. However, the Governance Work Group is limited to only members and alternates.

## **IV. Voting**

### **QUORUM**

For the purposes of voting, a quorum will be deemed to be 50 percent of the current membership.

### **ACTION ITEMS**

Action Items are routine or extraordinary actions or decisions related to the functions and purposes of the Planning Committee that require a vote of approval from the Planning Committee. Approval of Planning Committee minutes are action items at each meeting. Changes to Planning Committee structure or to the Policies and Procedures are action items.

A vote must be taken by the Planning Committee on items that are child care policy positions, or are related to the mandated functions of the Planning Committee. The Planning Committee will take action on the following mandated functions: 1) service priorities for State-funded child development services; 2) Countywide Needs Assessment; 3) Centralized Eligibility List;<sup>1</sup> and 4) a comprehensive countywide plan for child care and development services.

All action items must be listed on the publicly posted agenda at least three (3) days prior to the scheduled meeting date (see Brown Act Provision). Action items initiated by Work Groups must be forwarded to staff at least two (2) weeks before the date of the meeting on which agenda the action item should appear.

### **ROLE OF WORK GROUPS**

Work Groups are formed to conduct the business of the Planning Committee, implement the Strategic Plan for Child Care and Development, and fulfill other mandates for Local Planning Councils as stated in the Education Code. In the course of its efforts, a Work Group of the Planning Committee may develop a policy, make a recommendation, plan an event requiring

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<sup>1</sup> Funding for countywide centralized waiting lists (CEL) was eliminated from the 2011-12 State budget. Nevertheless, references to the CEL remain in statute.

Planning Committee resources, or seek to ensure Planning Committee representation in other groups. The full Planning Committee must be informed of the decisions and recommendations of each Work Group. The full Planning Committee may request that a particular policy statement or activity be presented to the Planning Committee for approval. The following types of action, including but not limited to recommendations for positions on legislation, for changes in the Policies and Procedures, and for activities requiring substantial expenditure of Planning Committee funds, will be brought before the full Planning Committee for a vote. This applies to both standing and ad hoc Work Groups.

## **CONFLICT OF INTEREST**

No member of the Planning Committee will participate in a vote if he/she has a proprietary interest in the outcome. For the purpose of this provision, a person with a proprietary interest is defined as one who may benefit financially from a decision of the Planning Committee; or who is employed by, acts as a paid consultant to, or functions in a decision-making capacity with any agency, which stands to gain directly and financially from an action of the Planning Committee. In case of a potential conflict, the member (or alternate) must refrain from participating in the discussion of the issue after they publicly identify their interest and must recuse themselves from any vote taken on the issue.

Before discussion and voting, members will be reminded of their responsibility to assess the potential for conflict of interest. Members are required to declare their affiliations on the membership application. In case of challenge, the membership applications will be reviewed.

## **VOTING ON MOTIONS**

Each member of the Planning Committee shall be entitled to one vote on each action item before the Planning Committee. If the member is absent, the alternate to the Planning Committee may vote in the place of the member. There will be no secret ballots or absentee voting on any Planning Committee action items, including election of officers. The Chair, or any other member, may request a roll call vote on specific motions. A record of roll call votes shall be kept by Planning Committee staff and be included in the minutes.

A motion will be considered as “passed” when a simple majority of the members present vote in the affirmative. Abstentions are not considered votes and are therefore not counted as support for the motion. When the vote is not unanimous, the vote or abstention of each member present at the meeting must be recorded in the minutes. A motion that results in a tie vote does not pass.

Agenda items that are non-controversial and do not require a hearing for approval to be automatically adopted with a single vote of the governing body, such as the monthly minutes and miscellaneous reports that are submitted to the California Department of Education, will be listed on the Consent Calendar. Agenda Items will be sent prior to the meeting with ample time for members/alternates and the public to review. Any member/alternate or member of the public can ask that an item be removed from the consent agenda for open discussion at that meeting. If there are no objections on items remaining on the consent calendar, the chair (or vice chair in the chair’s absence) will state “if there is no objection, these items will be adopted.” After pausing for any objections, the chair states “As there are no objections, these items are adopted.”

## **MEETINGS HELD BY TELECONFERENCE**

The Planning Committee generally holds in-person meetings in various locations throughout the County. Teleconference meetings that occur through audio and/or video means will be scheduled only upon the issuance of an Executive Order of the Governor due to a public health emergency such as an epidemic or pandemic or in the event of a disaster that prohibits in-person meetings. Agendas with information for participating in the meetings by the membership and general public will be posted 72 hours in advance of the meeting in the outdoor case located in the front of the Kenneth Hahn Hall of Administration and on the Office for the Advancement of Early Care and Education website. Additionally, meeting notices with the agenda and supporting materials will be sent via e-mail to the member and alternates and by request to members of the public. Planning Committee members and alternates and members of the public will be provided with a conference call-in option as well as the link to the virtual meeting. If requested, the agenda shall be made available in alternative formats to persons with disabilities.

Like in-person meetings, attendance will be taken at the beginning of the meeting to determine quorum for action items. Members and their alternates will enter their name, affiliation and membership category in the chat; guests also have the option of recording their attendance in the chat room. Any member may “suggest the absence of a quorum”, at which the Chair will direct the roll call to be called.

All meeting participants will be placed on mute as they enter the meeting. Anyone wishing to speak or comment during the meeting is to use the raise the hand feature; if desired, members, alternates and guests may enter their comments into the chat room. Persons raising their hands will be called upon to speak in the order that their hands are raised. Comments/questions in the chat room will be read aloud and responded to as the meeting progresses. Members of the public may present their comments anonymously.

For action items requiring discussion, the chair, or in the chair’s absence, the vice chair will call for a motion, a second and for any discussion. These action items will be voted on via verbal roll call of the members (or alternate in the member’s absence). A designated staff member will call roll of each member or, in the absence of the member, their alternate for their vote on action items. Members/alternates will respond with “aye”, “nay” or “abstain”.

### **V. Staff Selection**

At the time that a new staff position opens or a current position becomes available in the Office for the Advancement of Early Care and Education, and these positions work directly with the Planning Committee, a representative of the Planning Committee will be part of the interview panel for each position. Members of the Governance Work Group will serve as the pool from which members will be called upon to serve on interview panels. The Chair of the Planning Committee has the discretion to serve on interview panels or can call for additional or alternate representation as needed from among active Planning Committee members.

### **VI. Annual Report and Self-Evaluation**

The Governance Work Group comprised of Planning Committee representatives is convened each year to prepare the annual report and determine compliance with the key dimensions of the California Education Code inclusive of the Sections 8279.3 and 8499 provisions in the self-evaluation. The Governance Work Group co-chairs present the completed *Local Child Care and Development Planning Councils Agency Annual Report (Form 2934)* and *Local Child Care and*

*Development Planning Council Programs - Summary of Self Evaluation Findings (Form 2935)* as an action item at a regularly scheduled meeting. The annual report form is signed by the Planning Committee Chair and Child Care Planning Coordinator, which is then submitted to the California Department of Education per instructions.

## **VII. Complaint Procedure**

Any complaint by a member of the Planning Committee or any other person regarding any action, policy, or procedure of the Planning Committee may be addressed through the following steps:

- 1) The complaint/concern should be brought to the attention of the Planning Committee staff in writing. The staff will respond to the complaint and/or provide a response to the complaining party within 14 working days.
- 2) If the staff is unable to resolve the complaint, the written complaint will be forwarded to the Governance Work Group for review. The Work Group will review the complaint and may or may not, at the Work Group's discretion, meet with the complaining party. The Work Group will respond to the complaint within 30 calendar days from receipt of the written complaint.
- 3) If the Work Group's response is not satisfactory to the complaining party, he/she may submit the complaint to the Board of Supervisors and County Superintendent of Schools for a response.

## **VIII. Amendments to the Policies and Procedures**

Amendments to this document can be considered at any time by members of the Planning Committee or as the result of periodic review by the Governance Work Group. Members of the Planning Committee may submit a written inquiry regarding the Policies and Procedures to the Co-chairs of the Governance Work Group at any time. The Work Group will review each written inquiry and issue a written response within thirty (30) days of receipt of the inquiry. All written inquiries and their disposition will be recorded in the Governance Work Group's report to the full Planning Committee.

The Governance Work Group will review the Policy and Procedures every two years to determine if clarification or changes are required. The Governance Work Group may develop an amendment or new policy language and bring it forward to the full Planning Committee as an action item at any time.

## **IX. Compliance with Brown Act**

The Planning Committee will comply with the Brown Act. All Planning Committee meetings are open to the general public. Agendas for Planning Committee meetings will be posted publicly three (3) days prior to the meeting. No action item will be undertaken at any Planning Committee meeting unless it has been listed on the publicly posted agenda.

Adopted by the Committee:	July 1, 1998	Reviewed without changes:	September 20, 2016
Updated:	December 4, 2002	Updated:	September 5, 2018
Updated:	April 4, 2003	Reviewed without changes:	May 14, 2020
Updated:	March 6, 2004	Updated:	December 2, 2020
Updated:	March 11, 2005		
Updated:	June 1, 2005		
Updated:	May 3, 2006		
Updated:	December 3, 2008		
Updated:	December 1, 2010		
Updated:	May 2, 2012		
Updated:	November 5, 2014		





### **Speaker Bios • December 2, 2020**

#### ***Addressing the Immediate COVID-19-related needs of Dual Language Learners (DLLs) and Their Families***

##### **CAROLYNE CROLOTTE – SENIOR POLICY ANALYST, EARLY EDGE CALIFORNIA**

Carolyne has over ten years of experience in Early Childhood Education and Dual Language Learner (DLL) policy and practice. Carolyne is currently Senior Policy Analyst at Early Edge California, where she leads their state- and local-level DLL-related policy and advocacy efforts. Previously, she worked as a Site Supervisor/Academic Coordinator at Maple Bear International School, a Dual Immersion English/Portuguese Canadian school located in the northeast of Brazil serving children ages 1 through grade 5. Prior to this, she served as English Language Learner Specialist for Los Angeles Universal Preschool (LAUP, now Child360) where she provided ongoing technical assistance and trainings to classroom teachers on how to best serve and meet the needs of children from diverse cultural and linguistic backgrounds. Preceding this role, Carolyne was Content Specialist – English Language Learner for Pearson Education where she was responsible for developing trainings for Pre-K through 12th grade teachers on how to support English Learners using the SIOP Model (Sheltered Instruction Observation Protocol). Carolyne holds an M.A. in Linguistics from UC Davis and a Site Supervisor Level Child Development Permit from the state of California.

##### **JUNHEE DOH – POLICY AND RESEARCH ANALYST, ADVANCEMENT PROJECT CALIFORNIA**

JunHee serves as a Policy and Research Analyst in the Educational Equity team at Advancement Project California. Her work focuses on policy research and advocacy to advance equitable access to high-quality early learning and care for all children, and an education system that embraces the cultural and linguistic diversity of California's children and families. JunHee comes from a background of policy research and partnership building in non-profits and international organizations. Prior to joining Advancement Project, JunHee served as Junior Research Consultant at the United Nations Development Programme (UNDP) Seoul Policy Center. She received her Bachelor's in Economics and Public Policy Studies from the University of Chicago, with a practicum focused on urban schools in the South Side of Chicago. She completed her Master's with Highest Honors in International Cooperation (development studies) from the Graduate School of International Studies, Seoul National University.

## *Substitute Initiative*

### **ELI PESSAR – DIRECTOR OF ORGANIZATIONAL DEVELOPMENT-INTERNAL, CHILD360**

As Director of Internal Organizational Development, Eli translates growth strategies into people strategies that leverage the organization's current strengths and values while driving culture change for high performance and accountability. He builds internal capacity and company culture by crafting and spearheading initiatives that build relationships, optimize processes, and improve individual and team effectiveness across all Child360 departmental divisions.

Designing and improving innovative programs, through capacity building, has been a continued through-line in Eli's career. He began his career in Early Childhood Education as a Master Teacher at a Head Start center in Southwest Chicago, where he was awarded the Sue Lehman Teacher of the Year award. In this role, Pessar facilitated the development of a strategic plan, with a specialized focus on family engagement, which yielded increased enrollment and the creation of an adjacent infant-toddler center.

Eli completed his master's degree at Harvard University, where he developed a research-based curriculum for pregnant and parenting teens and a classroom management system centered on moral development for children ages 3-8. In his spare time, Eli enjoys writing children's books.



ADVANCEMENT  
PROJECT  
CALIFORNIA



EARLY EDGE  
CALIFORNIA

# THE DUAL LANGUAGE LEARNER POLICY PLATFORM:

Informing California's Early Learning  
and Care Policies and Investments in  
2020–21 and Beyond

**COVID-19 RAPID RESPONSE:  
URGENT NEEDS OF DUAL  
LANGUAGE LEARNER CHILDREN  
AND FAMILIES**



# Who are California's Young Children?

**Dual Language Learners (DLLs)** are children, birth to age five, learning two or more languages simultaneously or learning a second language while developing their home language.



More than two-thirds of California's young children are children of color.<sup>ii</sup>



California is home to the nation's largest population of DLLs.<sup>iii</sup>



60 percent of children under age six are from homes in which languages other than English are spoken.<sup>iv</sup>

# Quality, Equity, COVID-19

- What Quality means for us

**“A child’s home language and culture are central to their healthy growth and development.”**

**“Quality ELC for DLLs intentionally builds on the language and cultural assets of the child and family and addresses their unique needs as they learn and grow in multiple languages.”**

NAEYC: Developmentally Appropriate Practice

- Please share in chat box/unmute:

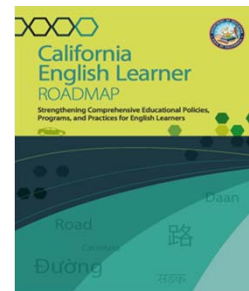
**“What are some ways that you have worked to embed culturally and linguistically responsive quality in your setting?”**





# Policy Landscape & COVID-19

- Building Federal and State Policies Supportive for DLLs
- DLL Policy Platform: Bold advocacy for DLL children to be central to Quality
  - **Master Plan** for Early Learning and Care
  - Cradle to Career Longitudinal Data System



# POLICY RECOMMENDATIONS

## A. RESPONDING TO IMMEDIATE NEEDS

**“All the research, from birth to age 21, tells us that in order [for DLLs] to succeed in English, we have to support that first language. That is going to be the foundation upon which the second language will flourish.”**

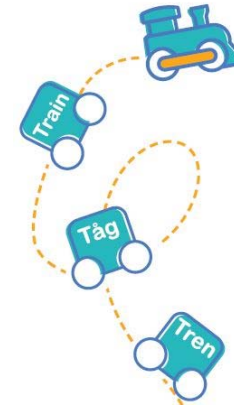
– Dr. Linda Espinosa,  
National DLL Expert



## B. STRENGTHENING SYSTEMS AND INFRASTRUCTURE FOR LONG-TERM SUCCESS

## A. RESPONDING TO IMMEDIATE NEEDS

**1. Provide Immediate Financial Support for Home-based and Center-based early educators who are adapting to the rapidly changing health and safety guidelines in light of COVID-19.** Guarantee full payment when Public Health or other official guidelines restrict the number of children in their care. Provide supplemental (hazard pay) compensation that is prorated for the original enrollment licensing capacity so that educators can continue in-person services during COVID-19. Provide guaranteed payment if the center/home is required to close for COVID-19 positive cases for a period of time by Public Health or Community Care Licensing.



**2. Provide funding and regulatory flexibility during distance learning to equip early educators, coaches, and families with culturally, linguistically, and developmentally appropriate tools and training to teach DLLs. Funding should also include alternative sites such as home visitation, library services, and neighborhood resources centers as the appropriate conduits to reach families.** During this time when children are home with their families, there is an opportunity to build stronger family partnerships and encourage home language-based activities. Materials and strategies should build on best practices for DLLs found in the Language Learning Project, Personalized Oral Language Learning strategies, San Mateo County Office of Education's Family Engagement Approach, Sobrato Early Academic Language, Abriendo Puertas,



**3. In any COVID-19 funding, the CDE and DSS should provide clear guidance for every ELC program about the importance of socioemotional support for DLL children and mental health support for DLL families and early educators.** For young children, it is their primary caregivers who, through their home language, help them understand the world around them and provide safety and security. During this time of crisis, caregivers must not only protect and nurture children but also manage their own emotions and reactions to the pandemic. For DLLs, the socioemotional environment is particularly critical as they often face both cultural and linguistic discontinuity as they move from home to ELC settings. The following actions are needed:



# RESOURCES FOR SUPPORTING DLLs AND FAMILIES



[Resources for Supporting  
DLLs](#)



[COVID-19 Resources for  
DLLs](#)



[COVID-19 Resources for  
Families](#)

# DISTANCE LEARNING WEBINARS w/ DLL FOCUS

Access webinar recordings along with presentation slides and other resources.

<https://earlyedgecalifornia.org/distance-learning-webinars-from-early-edge-california/>

Webinars in partnership with CSU Channel Islands include:

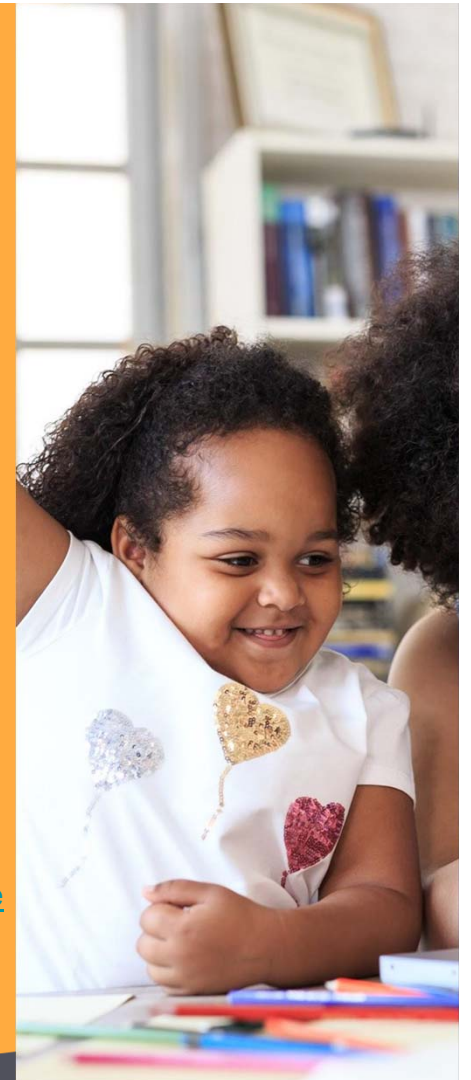
- [How to Support Dual Language Learning](#)
- [How to Read Books with Infants and Toddlers](#)

Webinars in partnership with Sobrato Early Academic Language (SEAL) include:

- [Developing Structures to Support Family Partnerships](#)
- [Empowering Families to Develop Oral Language in Everyday Life Using Home Language](#)

Webinars in partnership with LMU-CEEL:

- [Elevating Assets-based Virtual Teaching for Dual Language Learners in Transitional Kindergarten](#)
- [Elevando las habilidades y conocimientos de los alumnos de doble idioma en programas de Transición a Kindergarten durante la enseñanza virtual](#)





## B. STRENGTHENING SYSTEMS AND INFRASTRUCTURE FOR LONG-TERM SUCCESS

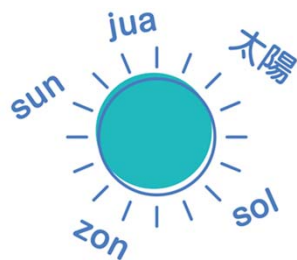
2. Prioritize resources for quality “improvement” in Quality Counts funding for embedding DLL content in their Professional Development strategy framework, alongside concrete support for coaches and mentors on best practices for working with DLLs and their families.



**“You have to make sure DLLs are embedded into the system, in our case in the Quality Counts local requirements, which helps support the streamlining of this effort to make systemic change.”**

– Lupe Jaime, Senior Director of Early Care and Education, Fresno County Superintendent of Schools

- Resources for professional development for coaches and mentors must include best practices for DLLs and their families across the mixed-delivery system and age ranges. Best practices must address the needs of children who are both DLLs and children with disabilities. Evidence-based coaching and mentoring are essential to support all early educators to provide high-quality ELC that meets the needs of DLLs.
- To effectively facilitate such support, we must also ensure that long-term systemic revisions in the Quality Counts criteria address the needs of DLLs and their families. It is recognized that the assessment tools used to measure quality are inappropriate for DLLs and alternatives need to be addressed by a DLL expert workgroup on assessment.



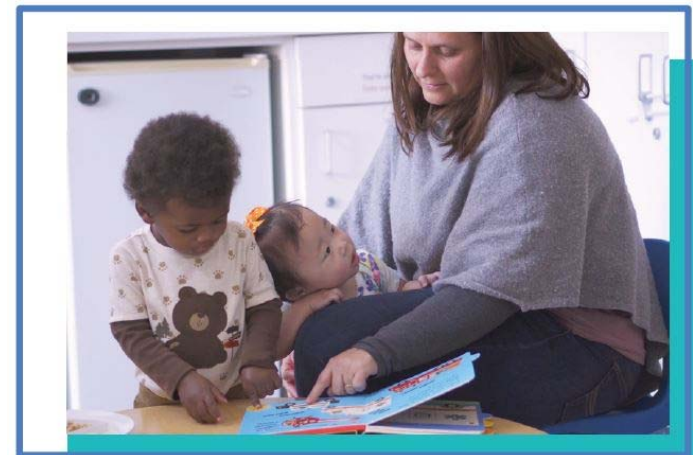
#### BRIGHT SPOT: CASE STUDY

**Early Stars**, the Fresno County QRIS, approaches DLL as a standard for all children and all sites, and embeds local indicators/requirements that are specific to supporting DLLs. This includes culturally and linguistically responsive lesson plans and resources, and designated professional development hours on DLLs.

## B. STRENGTHENING SYSTEMS AND INFRASTRUCTURE FOR LONG-TERM SUCCESS

**4. Develop an Early Childhood Integrated Data system that includes the home language and linguistic profile of the child.** A unique identifier will assist stakeholders to better understand the needs of children and families, support continuous program improvement, and provide data about program access, participation, and child outcomes. An integrated data system will provide much-needed articulation between programs serving children birth to age five and K-12 (e.g. CALPADs). Supports for identification of home language is needed at two levels:

- First, at the program level to assist with teaching and learning needs that must be part of a Quality Counts requirement. Conduct a family interview at the time of enrollment and throughout the year to inform early educators and program leadership about the child's language development and the family's goals for their child. Develop an assessment to measure home language development across all domains.
- Second, at the state level to inform policymakers about the number of DLLs, their ages, languages spoken, learning setting, and geographical location. ELC policymakers should review how other states have used an early childhood integrated data system and evaluate how California can create, modify, or coordinate existing data sets to incorporate information about DLLs.





## B. STRENGTHENING SYSTEMS AND INFRASTRUCTURE FOR LONG-TERM SUCCESS

**3. Strengthen workforce capacity for serving DLLs and their families in the required pre-service foundational coursework and professional development initiatives.** It is essential that both pre-service and in-service early educator preparation programs integrate advances in neuroscience about bilingualism and elevate pedagogical approaches and strategies appropriate for DLLs' full participation in the curriculum.



- **Provide ongoing professional development to current early educators, program administrators, and elementary school principals about promising and best practices for serving DLLs and their families.** To date, California has not required education and training specific to DLLs, thus many educators have not had opportunities to take coursework or in-service professional development relevant to serving DLLs and their families. The long waiting lists for the recent \$5M investment of funding for DLL professional development demonstrates the need for such initiatives.
- **Build higher education faculty capacity to provide DLL-specific content to aspiring early educators, from serving infant/toddler programs to Transitional Kindergarten.** Provide DLL-specific professional development to existing teacher educators that emphasizes first and second language development, the advantages of bilingualism, effective pedagogical practices, anti-bias teaching, and strategies for developing reciprocal engagement and partnerships with culturally and linguistically diverse families.
- **Create apprenticeship models that provide aspiring early educators with meaningful real-world practicum and student teaching experiences in exemplary DLL programs.** These models, which target underrepresented groups, can be patterned after successful K-12 urban teacher residency initiatives or the Services Employee International Union's Early Educators Apprenticeship. Apprentices are paid to work with expert mentor educators while simultaneously completing coursework. Ensure virtual practicum opportunities are available, particularly during COVID-19 and recovery.





- **Require content on DLLs in the Child Development Permit so that all educators are prepared to support DLLs and their families.** Coursework for the Child Development Permit is directed by the Curriculum Alignment Project (CAP) to support curriculum consistency across community colleges, California State Universities, and private universities. Currently, the CAP Project is revising its course criteria in relation to the California Commission on Teacher Credentialing (CTC)'s Early Childhood Educator Teacher Performance Expectations (ECE-TPEs). We must work with both the Child Development Training Consortium and CTC to ensure that the revised CAP 8 coursework explicitly describes competencies that prepare educators to appropriately serve DLLs and their families. In addition, DLL experts and stakeholders should be involved in the Teacher Performance Assessment being developed as part of the Preschool Development Grant Renewal to ensure it has a strong focus on DLLs.
- **Develop a bilingual authorization and/or specialization that focuses on serving DLLs and their families.** DLL-specific coursework and training are needed to deepen and strengthen an individual's knowledge and ability to implement effective dual-language practices. This would prepare early educators with the necessary linguistic proficiency and pedagogical skills to teach in a dual-language ELC setting. This includes knowing best practices in teaching in the target language that is not a translation or transfer of practices used for language and literacy teaching in English. This would be accompanied by increased compensation to acknowledge their specialized skill set and training.



# Discussion & Guiding Questions

## Breakout Group 1

### Quality and Data (Rec 2 & 4)

1. Do these recommendations resonate with you?
2.
  - How might you move these recommendations forward in your context?
  - Are you engaged in any work related to these recommendations?



## Breakout Group 2

### Workforce (Rec 3)



After 15 min, we will come back to the whole group and report out highlights from our conversations.

salamat

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¡Gracias!

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# Thank You!

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با تشكر



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**Child360**<sup>™</sup>  
One focus. Every angle.

# Sub360: Child360's New Workforce Development Program

CCPC | December, 2020





## We support the whole child from every angle through families, teachers and communities



### **WE IMPROVE EARLY LEARNING PROGRAMS**

through assessment, training, research, coaching and career development



### **WE ADVOCATE**

for increased investments in early learning and livable wages for the workforce



### **WE EMPOWER FAMILIES AND COMMUNITY MEMBERS**

with tools and resources to give children the best foundation



**Child360**<sup>TM</sup> One focus.  
Every angle.

# A Unique Approach to Substitute Services



## Grow, retain, and inspire the workforce ...

- Onboard in a cohort model
- Placement training
- Professional mentorship
- Ongoing access to learning
- Dedication to the substitute experience



# A Strategic Approach to WFD

Collaborating with colleges to get CD students industry experience and the classroom hours necessary for CTC permit eligibility





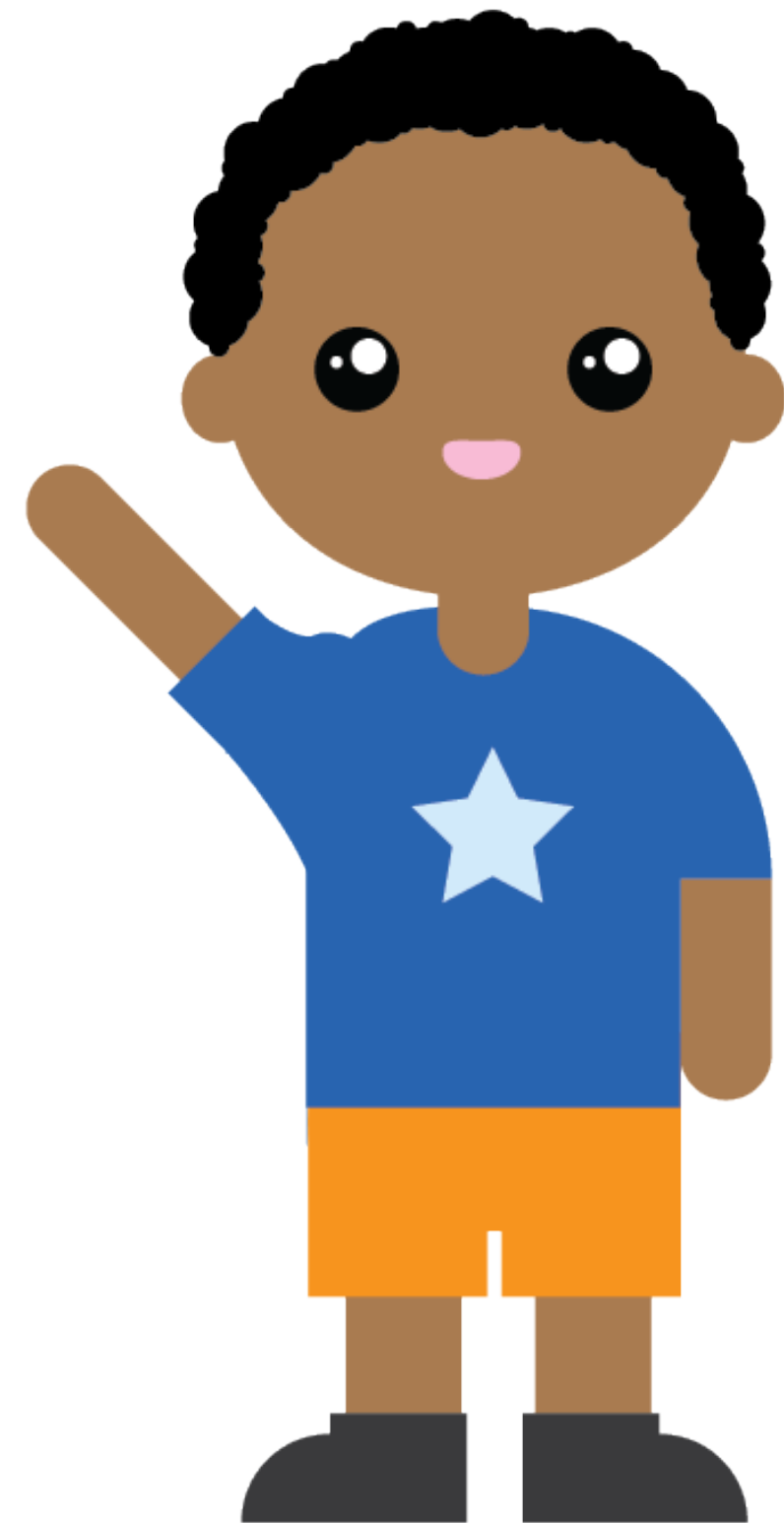
# Current Outputs

- 234 Applicants have shown interest in joining the substitute pool
- We have hired and trained 19 applicants
  - 37% have a valid CTC permit
- We began delivering substitute services in August, 2020
- We have 3 client contracts + 2 pending board approval
- 60% of our Cohort 1 subs were offered a position with the sites they were serving





<https://child360.org/about/sub360>





# Thank you!

[epessar@child360.org](mailto:epessar@child360.org)

# COVID-19 RAPID RESPONSE: URGENT NEEDS OF DUAL LANGUAGE LEARNER CHILDREN AND FAMILIES



**Lead Author: Marlene Zepeda, Ph.D.**

**Co-Authors: Carolynne Crolotte, JunHee Doh, Vickie Ramos Harris**

# ABOUT US



## ADVANCEMENT PROJECT CALIFORNIA

Advancement Project California is a next-generation, multiracial civil rights organization working on systems change. California staff in Los Angeles and Sacramento work to expand opportunities in our educational systems, create healthy built environments, build participatory and representative communities, and shift public investments toward equity. We develop rigorous, evidence-based solutions, innovate technology and tools with coalition partners to advance the field, broker partnerships between community advocates and the halls of power, and build racial and economic equity. With the understanding that education is an essential component in improving the lives and opportunities of all Californians, we work across the state and with a diverse set of stakeholders to improve the early learning and K–12 education systems. We believe that effective and respectful partnerships are the bedrock of fixing a system responsible for educating California's children.



## EARLY EDGE CALIFORNIA

Early Edge California focuses on advancing policy changes to expand high-quality Early Learning programs for all children from birth to age 8. We believe all California children should have access to high-quality learning experiences, so they can have a strong foundation for future success. Our statewide efforts are centered on increasing the availability of quality programs for infants through age 8, as well as increasing compensation and training for Early Learning teachers and specialized support for dual language learners. We work to inform lawmakers, leaders, and others about the need for investment in quality Early Learning programs; build coalitions to recommend statewide funding levels and inspire policy change; and, promote quality programs that are working, to increase their availability and strengthen understanding of what quality learning means at every stage. We are proud to serve as a voice for the needs of families and Early Learning teachers.



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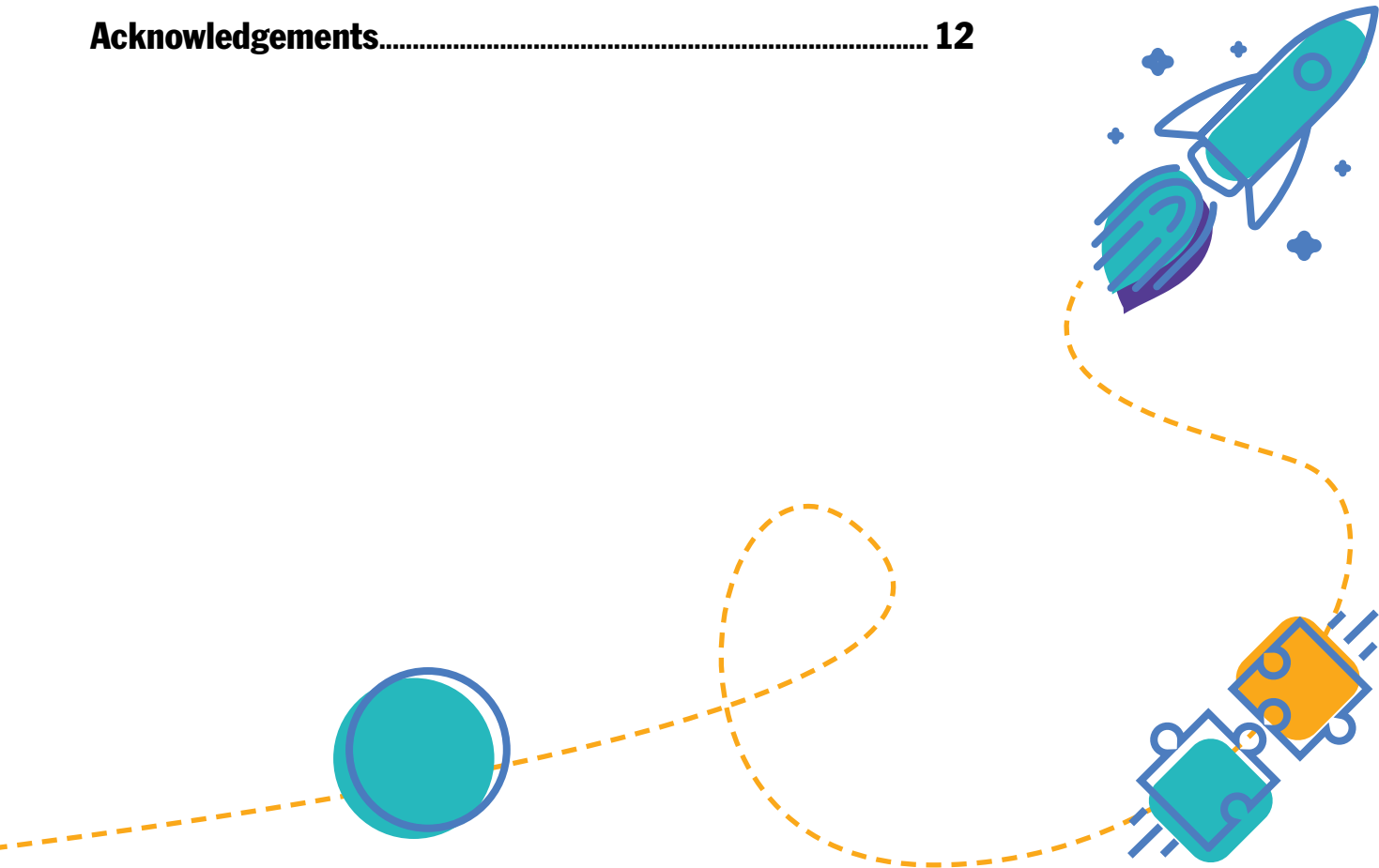
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**Policy Recommendations**

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- **B. Strengthening Systems and Infrastructure for Long-Term Success** ..... 9

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# INTRODUCTION



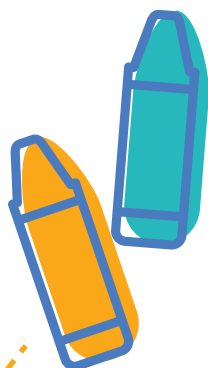
**California is home to the nation's largest population of Dual Language Learners (DLLs)<sup>1</sup>; 60% of children under age 6 are from homes in which non-English languages are spoken.<sup>2</sup> A child's home language and culture are central to their healthy growth and development. Going forward this truism must be reflected in our policies and practices. As COVID-19 complicates and exacerbates existing inequities to children's full access and participation in high-quality early learning and care (ELC), support for DLL families' cultural and linguistic strengths should not be viewed as optional. Rather, such opportunities will determine whether the majority of California's young children equitably receive high-quality education and are set on the path to success.**

In February 2020, Advancement Project California and Early Edge California released the Dual Language Learner (DLL) Policy Platform, which presents a set of policy recommendations to support a greater focus on DLL children in California's ELC system. This was written at a time of great optimism for the ELC field due to the Governor's commitment of a \$2.3 billion investment in 2019-2020 to support and expand ELC opportunities centered on equity. Pivotal to the Governor's commitment was the development of a Master Plan for ELC to streamline and align regulations and policies to facilitate access to quality ELC for every child and family, and, importantly, support for early educators<sup>3</sup> providing care.

1 Dual language learners are children birth to age five learning two or more languages simultaneously or learning a second language while developing their home language. Although Spanish is the most commonly occurring first language, there are over 59 other languages spoken in California including indigenous languages such as Mixteco, Triqui, and Zapoteco.

2 S. Holtby et al., Families with Young Children in California: Findings from the California Health Interview Survey, 2011–2014, by Geography and Home Language, (Los Angeles, CA: UCLA Center for Health Policy Research, 2017), [http://healthpolicy.ucla.edu/publications/Documents/PDF/2017/Child\\_PB\\_FI-NAL\\_5-31-17.pdf](http://healthpolicy.ucla.edu/publications/Documents/PDF/2017/Child_PB_FI-NAL_5-31-17.pdf).

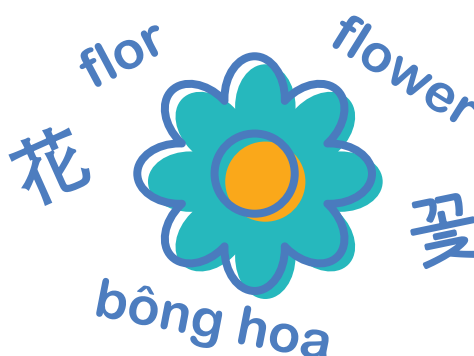
3 Early educators refers to teachers and administrators of any ELC setting serving children birth through age five.



Since that time, the profound financial impact of the COVID-19 pandemic has forced the state to rethink what it can do to sustain current access and support quality in ELC settings. California now faces a \$54.3 billion budget deficit for 2020 and 2021, which will have detrimental impacts on the programs that comprise the health and safety networks for tens of thousands of parents, children, and early educators.

As we move forward and work to recover and strengthen our ELC system, we must build on the promise of a multilingual and multicultural California that voters overwhelmingly supported in 2016 through Proposition 58 (California Education for a Global Economy Initiative) that facilitated the development of the California English Learner Roadmap state policy. To make this a reality, we must also vigorously advocate for the support and capacity building of early educators who serve DLL children and can create culturally and linguistically responsive learning environments that are critical to high-quality ELC. These educators are often women of color who earn substandard wages and work tirelessly caring for children in order for families to maintain employment. In the coming months, these essential workers will shoulder a significant cost in the re-starting of our economy as families seek out ELC to allow a return to work.

Quality ELC for DLLs intentionally builds on the language and cultural assets of the child and family and addresses their unique needs as they learn and grow in multiple languages. It is clear that without ensuring access to care designed for DLL children and families, the state is not meeting the basic needs of all children. The fact remains that the majority of our youngest are DLLs, many of whom come from low-income and immigrant families least able to weather the hardships associated with income and learning loss arising as a result of COVID-19. This crisis presents a pivotal moment to protect and strengthen the elements of an equitable ELC system that builds on California's rich multicultural and multilingual diversity.





# POLICY RECOMMENDATIONS

**As the entire cradle-to-career education system is now under extreme duress, the momentum of policy gains from the California English Learner Roadmap and Blue Ribbon Commission on Early Childhood Education may lose salience. The following set of policy recommendations describe urgent actions and relevant long-term measures that need to be taken to ensure fair and equitable treatment of DLLs and their families and the dedicated early educators who work to support them.**

## A. RESPONDING TO IMMEDIATE NEEDS

**1. Provide Immediate Financial Support for Home-based and Center-based early educators who are adapting to the rapidly changing health and safety guidelines in light of COVID-19.** Guarantee full payment when Public Health or other official guidelines restrict the number of children in their care. Provide supplemental (hazard pay) compensation that is prorated for the original enrollment licensing capacity so that educators can continue in-person services during COVID-19. Provide guaranteed payment if the center/home is required to close for COVID-19 positive cases for a period of time by Public Health or Community Care Licensing.

**HOME-BASED: Increase licensed home-based settings through targeted funding to trusted messengers such as Childcare Resource and Referral (R&R) and Community Based Organizations (CBOs) that are the backbone of sustaining the ELC field.** A significant number of the youngest and most vulnerable populations of DLL children are served in home-based settings (Family, Friend, and Neighbor (FFN) and Family Child Care Homes (FCCH)). Childcare R&R and CBOs are important conduits for services such as emergency relief, capacity-building, and resources in implementing public health guidelines (supply of sanitizing and disinfecting materials). Acknowledging implementation challenges due to geographical location (e.g. urban/rural), digital connectivity, and the availability of early learning personnel, regional hubs can play an important role in serving home-based early educators.

- Due to the need for sustaining and expanding home-based settings, augmented funding is needed to provide professional development and resources for FFNs and FCCHs serving DLL children. Funding to assist license-exempt providers to acquire a license is critical during this time. Based on Local Planning Council data, funding priority should be given to child care deserts in the allocation of funds.
- Fund embedded family navigators within FCC networks serving DLL families to link with Family Resource Centers and Early Childhood Mental Health providers for concrete support for both families and FCC's operators. This could address the food insecurity, trauma, housing, etc., experienced during COVID-19 and beyond. FCC networks can also promote the use of shared services to assist with business activities such as enrollment and billing.



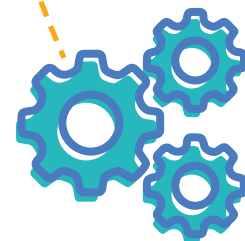


- Expand funding for the Childcare Initiative Project (CCIP)<sup>4</sup> to build capacity in serving DLLs, such as disseminating best practices within their networks.
- Include information about the development of first and second language acquisition and strategies to work with DLL children and families in required training for or following licensing that is tied to compensation and career pathways.

**CENTER-BASED: Provide financial supports such as incentives and stipends to sustain the viability of center-based care.** Due to COVID-19 guidelines, centers must reduce teacher-child ratios, rearrange their environments, and increase the supply of sanitizing and disinfecting materials. Many center-based programs serve DLLs and their families. Smaller group sizes impact centers' fiscal business models, making operations unsustainable. Without financial or regulatory relief, many centers will not be able to reopen.

- Regulations should continue to include a holding harmless clause on attendance to ensure centers can earn their contract and not be penalized for smaller ratios.
- Provide supplemental compensation to those implementing hybrid learning models that require additional working hours beyond the expected standard.

<sup>4</sup> The Child Care Initiative Project (CCIP) is a statewide initiative to build the supply and improve the quality of licensed family child care homes in California. The CCIP works through local Childcare Resource and Referral (CCR&R) agencies to recruit, train, and retain licensed family child care providers.



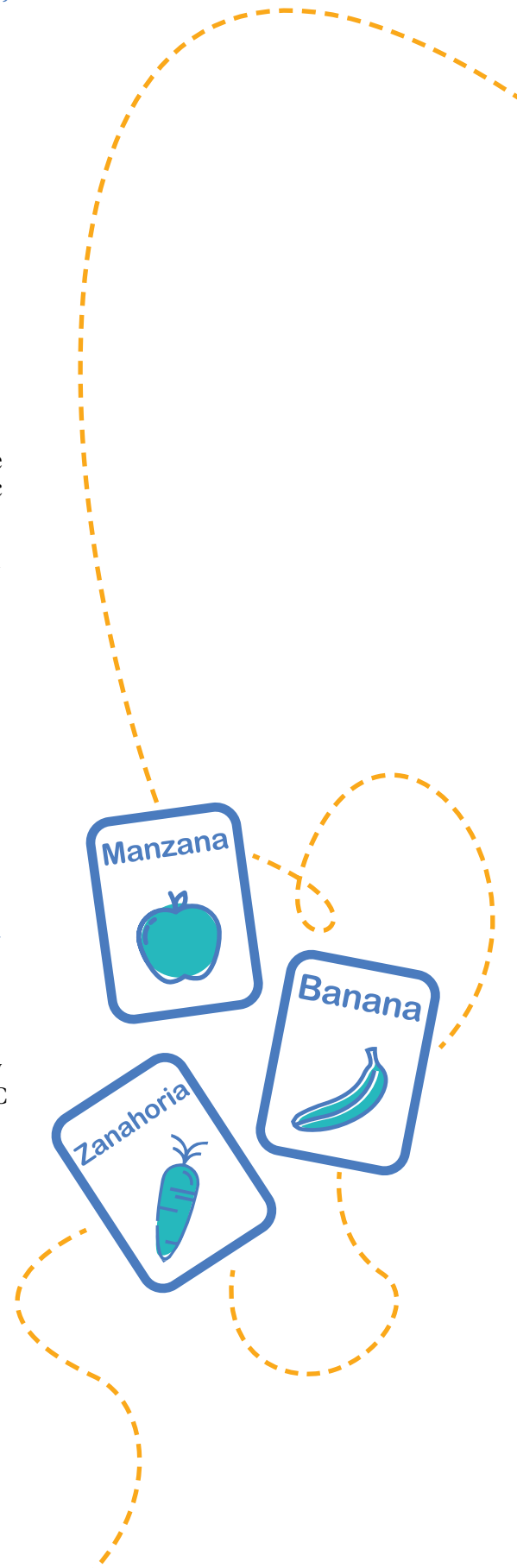
## 2. Provide funding and regulatory flexibility during distance learning to equip early educators, coaches, and families with culturally, linguistically, and developmentally appropriate tools and training to teach DLLs.

**Funding should also include alternative sites such as home visitation, library services, and neighborhood resources centers as the appropriate conduits to reach families.** During this time when children are home with their families, there is an opportunity to build stronger family partnerships and encourage home language-based activities. Materials and strategies should build on best practices for DLLs found in the Language Learning Project, Personalized Oral Language Learning strategies, San Mateo County Office of Education's Family Engagement Approach, Sobrato Early Academic Language, Abriendo Puertas, among others. The California Department of Education (CDE) and the Department of Social Services (DSS) should provide coordinated supports on:

- Equitable access to digital devices and internet connectivity for DLL families and early educators to engage in distance or hybrid learning. Training on the use of digital platforms to support the continued care and learning of DLLs.
- Training of both home-based and center-based educators on how to connect, communicate, and engage with families who are non-English speakers. Include information and tools for families on how to best support their child's linguistic and overall development, including the benefits of bilingualism and how to foster their child's home language.
- Age- and developmentally-appropriate digital materials and resources for early educators to support DLLs through distance learning. Identify and maintain a clearinghouse to host and disseminate curated materials and supports for DLLs in multiple languages (e.g. Kidango at Home - Learn at Home Kits). This could be done through existing platforms such as the Early Learning and Care Playbook and English Learner Roadmap Resource Hub. Dissemination of information and materials could be done through Local Educational Agencies, Head Start Grantees, libraries, CBOs, and Local Planning Councils.
- Learning networks across the state for early educators to share promising practices on distance learning with DLLs.

**3. In any COVID-19 funding, the CDE and DSS should provide clear guidance for every ELC program about the importance of socioemotional support for DLL children and mental health support for DLL families and early educators.** For young children, it is their primary caregivers who, through their home language, help them understand the world around them and provide safety and security. During this time of crisis, caregivers must not only protect and nurture children but also manage their own emotions and reactions to the pandemic. For DLLs, the socioemotional environment is particularly critical as they often face both cultural and linguistic discontinuity as they move from home to ELC settings. The following actions are needed:

- Integrate the framework of trauma-informed care and healing-centered engagement (e.g. support regulation, prioritize relationships) into support for families.
- Include information, in any COVID-19 guidance documents and resources, on the importance of supporting the development of the home language and its relationship to healthy self-identity, and the advantages of bilingualism in the early years and beyond. Ensure that this information is also shared with families in their home languages.
- Allot compensated time to early educators for reflective supervision, the discussion of coping strategies (e.g. breathing exercises, physical activity), and different ways of building communities of support.





## B. STRENGTHENING SYSTEMS AND INFRASTRUCTURE FOR LONG-TERM SUCCESS

### 1. Ensure that the needs of DLL children and their families are addressed in any ELC policy efforts, starting with the Master Plan for Early Learning and Care and the implementation of the Preschool Development Grant.

Meaningful family engagement and input should be systematically sought and attended to. This includes guaranteeing recommendations are vetted by families of DLLs throughout the process. Data shows the disproportionate impact of COVID-19 on communities of color, particularly Black, Latinx, Native Hawaiian Pacific Islander, and low-income populations - many of whom are DLL families. Utilizing the asset-based framework found in the California English Learner Roadmap, policy and decision-makers must listen to and incorporate the voices of families, early educators, and community partners to understand how best to address their needs. These stakeholders are important bridges and sources of continuity for children during these unpredictable times.

### 2. Prioritize resources for quality “improvement” in Quality Counts funding for embedding DLL content in their Professional Development strategy framework, alongside concrete support for coaches and mentors on best practices for working with DLLs and their families.

- Resources for professional development for coaches and mentors must include best practices for DLLs and their families across the mixed-delivery system and age ranges. Best practices must address the needs of children who are both DLLs and children with disabilities. Evidence-based coaching and mentoring are essential to support all early educators to provide high-quality ELC that meets the needs of DLLs.
- In the immediate term, in light of COVID-19 and with an anticipated loss of workforce capacity, we will need emergency ‘onboarding’ of individuals with little or no experience or training working with young children. Coaches and mentors can provide support during the initial phase of caring for and educating young children, while the processes and procedures to onboarding provide a stepping stone in career mobility.
- To effectively facilitate such support, we must also ensure that long-term systemic revisions in the Quality Counts criteria address the needs of DLLs and their families. It is recognized that the assessment tools used to measure quality are inappropriate for DLLs and alternatives need to be addressed by a DLL expert workgroup on assessment.

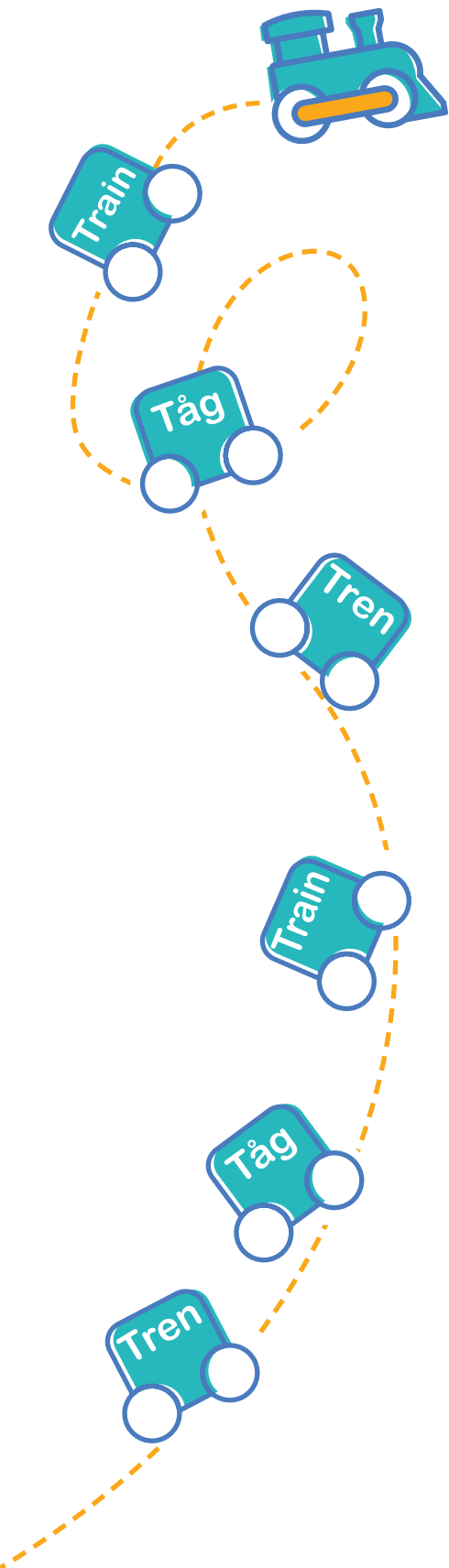




### 3. Strengthen workforce capacity for serving DLLs and their families in the required pre-service foundational coursework and professional development initiatives.

It is essential that both pre-service and in-service early educator preparation programs integrate advances in neuroscience about bilingualism and elevate pedagogical approaches and strategies appropriate for DLLs' full participation in the curriculum.

- Require content on DLLs in the Child Development Permit so that all educators are prepared to support DLLs and their families.** Coursework for the Child Development Permit is directed by the Curriculum Alignment Project (CAP) to support curriculum consistency across community colleges, California State Universities, and private universities. Currently, the CAP Project is revising its course criteria in relation to the California Commission on Teacher Credentialing (CTC)'s Early Childhood Educator Teacher Performance Expectations (ECE-TPEs). We must work with both the Child Development Training Consortium and CTC to ensure that the revised CAP 8 coursework explicitly describes competencies that prepare educators to appropriately serve DLLs and their families. In addition, DLL experts and stakeholders should be involved in the Teacher Performance Assessment being developed as part of the Preschool Development Grant Renewal to ensure it has a strong focus on DLLs.
- Develop a bilingual authorization and/or specialization that focuses on serving DLLs and their families.** DLL-specific coursework and training are needed to deepen and strengthen an individual's knowledge and ability to implement effective dual-language practices. This would prepare early educators with the necessary linguistic proficiency and pedagogical skills to teach in a dual-language ELC setting. This includes knowing best practices in teaching in the target language that is not a translation or transfer of practices used for language and literacy teaching in English. This would be accompanied by increased compensation to acknowledge their specialized skill set and training.
- Build higher education faculty capacity to provide DLL-specific content to aspiring early educators, from serving infant/toddler programs to Transitional Kindergarten.** Provide DLL-specific professional development to existing teacher educators that emphasizes first and second language development, the advantages of bilingualism, effective pedagogical practices, anti-bias teaching, and strategies for developing reciprocal engagement and partnerships with culturally and linguistically diverse families.
- Create apprenticeship models that provide aspiring early educators with meaningful real-world practicum and student teaching experiences in exemplary DLL programs.** These models, which target underrepresented groups, can be patterned after successful K-12 urban teacher residency initiatives or the Services Employee International Union's Early Educators Apprenticeship. Apprentices are paid to work with expert mentor educators while simultaneously completing coursework. Ensure virtual practicum opportunities are available, particularly during COVID-19 and recovery.
- Provide ongoing professional development to current early educators, program administrators, and elementary school principals about promising and best practices for serving DLLs and their families.** To date, California has not required education and training specific to DLLs, thus many educators have not had opportunities to take coursework or in-service professional development relevant to serving DLLs and their families. The long waiting lists for the recent \$5M investment of funding for DLL professional development demonstrates the need for such initiatives.





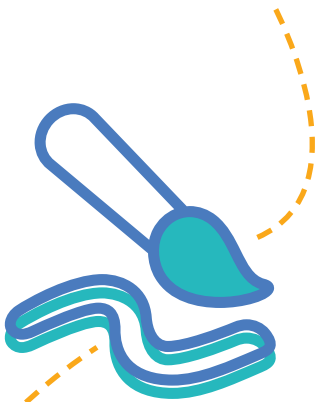


**4. Develop an Early Childhood Integrated Data system that includes the home language and linguistic profile of the child.** A unique identifier will assist stakeholders to better understand the needs of children and families, support continuous program improvement, and provide data about program access, participation, and child outcomes. An integrated data system will provide much-needed articulation between programs serving children birth to age five and K-12 (e.g. CALPADs). Supports for identification of home language is needed at two levels:

- First, at the program level to assist with teaching and learning needs that must be part of a Quality Counts requirement. Conduct a family interview at the time of enrollment and throughout the year to inform early educators and program leadership about the child's language development and the family's goals for their child. Develop an assessment to measure home language development across all domains.
- Second, at the state level to inform policymakers about the number of DLLs, their ages, languages spoken, learning setting, and geographical location. ELC policymakers should review how other states have used an early childhood integrated data system and evaluate how California can create, modify, or coordinate existing data sets to incorporate information about DLLs.

**5. Prioritize the expansion of dual-language programs across the early childhood period, including for infants and toddlers.** Dual-language programs aim to intentionally develop both the home language and English across all domains. Support for both the home language and English is the foundation for overall language, cognitive, and healthy racial and ethnic identity development. Dual-language models have shown positive effects on children's development and academic achievement.

**6. Partner with philanthropy to build a statewide educational campaign on the advantages of learning and communicating in two or more languages starting from the youngest years.** As California embraces bilingualism and multiculturalism as an asset, a multi-sector public education campaign is needed to inform the public about the benefits that are associated with bilingualism that begin in infancy. An educational campaign that respects parents' and families' agency and engages with broader ELC partners, such as social service and medical providers, broadens the message about the importance of supporting home language development and positive outcomes associated with bilingualism.



## CONCLUSION

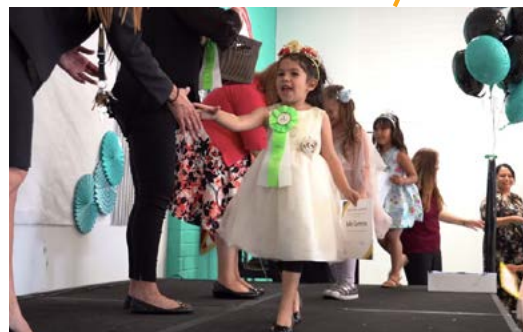
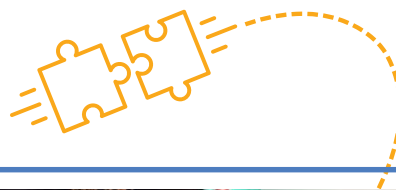


As we respond to our current state of emergency and its aftermath, DLLs should be brought to the center of our policy development and systems change. We have the opportunity right now to build a system that works for our kids. As the largest proportion of California's young child population, they are, in many ways, the future drivers of the state's economic well-being. Their future is our future.

## ACKNOWLEDGMENTS



We would like to express our gratitude to all our partners and experts from the field who provided their input and expertise throughout the development of this addendum. Their on-the-ground experiences during COVID-19 have helped elevate the urgent needs of California's DLL children and their families during this critical moment. We hope these important recommendations are included in California's Master Plan for Early Learning and Care.



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