



**Wednesday, June 2, 2021 ▪ 12:00 p.m. – 2:00 p.m.**

[Join Microsoft Teams Meeting](#)

323.776.6996; Conference ID: 579 482 940#

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

### **AGENDA**

- |             |  |                    |
|-------------|--|--------------------|
| 1.<br>12:00 | Welcome and Introductions<br>▪ Opening Statement and Comments by the Chair | Julie Taren, Chair |
|-------------|--|--------------------|

#### **A. Consent Calendar**

*The matter is approved by one motion, unless held.*

- |             |                                      |   |
|-------------|--------------------------------------|---|
| 2.<br>12:15 | Approval of Minutes<br>▪ May 5, 2021 | <b>Action Item</b><br>Ernesto Saldaña, Vice Chair |
|-------------|--------------------------------------|---|

#### **B. Meeting Matters**

- |             |  |  |
|-------------|--|--|
| 3.<br>12:25 | COVID-19 and Early Care and Education: Update  | Debra Colman, Office for the Advancement of Early Care and Education   |
| 4.<br>12:35 | Child Care Planning Committee Membership FY 2021-22<br>▪ Presentation of Membership Slate 2021-22<br>▪ Election of Officers – Chair and Vice Chair | Nicole Lopez and JoAnn Shalhoub-Mejia<br>Governance Work Group Co-chairs<br><br><b>Action Item</b><br><b>Action Item</b>   |
|             | Roll Call of Members/Alternates Per Action Item  | Michele Sartell  |
| 5.<br>12:55 | Towards Culturally Sustaining Pedagogy: Addressing Dominant Racial Patterns of In-group Messaging in Early Childhood Classrooms                    | Mary Earick, Ph.D., New School of Education Dean at New Mexico Highlands University<br>Saudah Collins, M.Ed. Richland County School District Two, South Carolina |
| 6.<br>1:40  | With Gratitude: Final Notes for 2020-21  | Julie Taren, Ernesto Saldaña and Michele Sartell   |
| 7.<br>1:50  | Announcements and Public Comment   | Ernesto Saldaña  |
| 8.<br>2:00  | Call to Adjourn  | Julie Taren  |

**Next Meeting – Wednesday, September 1, 2021 ▪ 12:00 – 2:00 p.m.**

#### **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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**Meeting Minutes – May 5, 2021**

Members in Attendance (42)				
Parents	ECE Program	Community Agency	Public Agencies	Discretionary
Alejandra Berrio	Norma Amezcua	Lisa Cain-Chang	Eileen Carrillo-Lau	Christina Acosta
Sally Valenzuela for LaRae Cantley	Rocio Bach	Samitha Givens	Melita Ferguson	Kevin Dieterle
Jessa Costanzo for Jessica Chang	Andrea Fernandez	Aolelani Lutu	Nora Garcia-Rosales	La Tanga Hardy
Cathy Coddington	Angela Gray	Ariana Oliva	Ana Lopez	Kelly O'Connell <i>1<sup>st</sup> Supervisorial District</i>
Crystal Jones	Nicole Lopez	Kathy Schreiner	Maria Mora	Dianne Philibosian <i>5<sup>th</sup> Supervisorial District</i>
Nellie Ríos-Parra	Micha Mims	Edilma Serna	Gabriel Muñoz	Sarah Soriano <i>4<sup>th</sup> Supervisorial District</i>
Ernesto Saldaña	Deborah Paratore	Veronica Torres	Cherise Roper	Julie Taren <i>3<sup>rd</sup> Supervisorial District</i>
Delia Vicente	JoAnn Shalhoub-Mejia	Laurel Murray for Jana Wright		
	Lisa Wilkin			

**Guests and Alternates:** Jennifer Allen – Long Beach Day Nursery, Fran Chasen – Alternate for Julie Taren, Osvaldo Colin – Alternate for Maria Mora, Jennifer Cowan – Connections for Children, Leann Drogin, Teresa Figueras – Alternate for Gabriel Muñoz, Dr. Regan Foust – Children's Data Network, Mark Funston – Lakeshore Learning, Jessica Guerra – Child Care Alliance of Los Angeles, Rosemary Jiles, Jacquelyn McCroskey – Children's Data Network/USC School of Social Work, Marcella McKnight – Early Learning Alliance/Shared Services, Giselle Navarro-Cruz – Alternate for La Tanga Hardy, Laura Ramirez – Child360, Cynthia Renteria – Child Care Resource Center, Kelly Reynolds – Early Edge California, Joyce Robinson – Opportunities Exchange, Gina Rodriguez – Alternate for Kevin Dieterle, Ancelma Sanchez – Alternate for Lisa Wilkin, and Fiona Stewart – Alternate for Christina Acosta

**Staff:** Michele Sartell and Erica Weiss

**1. Welcome and Introductions**

The meeting was called to order at 12:12 p.m. by Michele Sartell, Staff to the Child Care Planning Committee (Planning Committee). She opened the meeting by reading the standardized statement for conducting the virtual meeting. Michele invited Planning Committee members Ana Lopez and Dr. Melita Ferguson to read the vision and mission statements.

Julie Taren commented on the upcoming Mother's Day that was founded in 1958 by Ann Jarvis as a call to action to improve sanitary conditions and bring attention to her community's infant mortality rates. Julia Ward, an advocate for abolitionism and social activist, also is known for writing the original 1870 pacifist Mother's Day Proclamation in response to the carnage of war as well as bringing attention to women's suffrage. Julie shared this historical perspective to shed light on the persistent inequities of modern times. She noted that motherhood is not a privilege that all share and many mothers are protesting on the streets and advocating to ensure the safety of their

children, particularly mothers in communities of color. Julie also reflected on the early care and education workforce comprised mostly of women and women of color and the importance of increasing access to quality early care and education services for all children. Lastly, Julie elevated the importance of honoring the role of fathers, extended family members and others in nurturing children's optimal development, noting the diversity that is present as we think about the composition of families.

Members, alternates, and guests were then invited to contribute a word representing mothers/motherhood/parenthood to a Mentimeter cloud. Among the words: strength, resiliency, unparalleled, warrior, nurture, leadership, guidance, infinity, commitment, blessing, joyous, challenging, unconditional, inspirational, hero, brave, undervalued, perseverance, strong, gift, magical, tested, guidance, and love.

## **A. CONSENT CALENDAR**

### **2. Approval of Minutes – April 7, 2021**

*Ernesto Saldaña, Vice Chair, reviewed the minutes from April 7, 2021 and asked for a motion to approve. Andrea Fernandez made the motion to approve the minutes; Ana Lopez seconded the motion. The minutes were adopted without objection.*

## **B. MEETING MATTERS**

### **3. COVID-19 Early Care and Education: Update**

Michele Sartell, staff with the Office for the Advancement of Early Care and Education (OAECE) and to the Planning Committee, presented the update on behalf of Debra Colman, Director of the OAECE, who was unable to attend the meeting. Michele referred to the slide deck with the update organized by three categories: Situational, Vaccines, and Early Care and Education. Beginning with the Situational Update, Michele reported that the Centers for Disease Control and Prevention (CDC) released updated guidance indicating that vaccinated people may participate in outdoor activities in uncrowded spaces unmasked. Fully vaccinated people are safe to participate in some additional outdoor activities like dine outdoors with friends from multiple households, attend small outdoor gatherings with fully vaccinated/ unvaccinated people, and take a walk or bike ride. It is still recommended that, even if fully vaccinated, wearing masks at crowded outdoor events or when in any crowded spaces/places is a must. Masking is still required at retail stores, worksites, healthcare facilities, and schools. The County's Health Officer Order is aligned with the new CDC guidance.

With respect to Los Angeles County, Michele relayed that as of last week the County has met the criteria to move into the least restrictive Yellow Tier with an adjusted case rate at 1.9 new cases per 100,000; the seven-day average daily test positivity rate dropped to 0.9 percent. If the County qualifies this week, a modified Health Officer Order will be issued on Wednesday that would go into effect on Thursday, May 6<sup>th</sup>. Michele noted that 73 percent of new cases are among people under the age of 50 while people 65 and older comprise only 11 percent of new cases. Also, new deaths have dramatically decreased, largely attributed to vaccination efforts. Black residents are currently experiencing the highest mortality rate in the county, at about .6 deaths per 100,000 people, which is nearly three times the mortality rate of Asian residents and six times the mortality rate of white residents. The mortality rate for Latinx residents has remained at less than .4 deaths per 100,000 people. Currently, the mortality rate for those living in areas with the fewest resources is .6 deaths per 100,000 people and is nearly four times the mortality rate for people living in areas with the most resources.

Michele transitioned to the vaccine update, commenting that the best tool for remaining on the current recovery pathway is the COVID vaccine. As of April 30<sup>th</sup>, more than eight million doses of the vaccine have been administered in Los Angeles County; this includes almost five million first doses and three million second doses. Thirty six percent of Los Angeles County residents 16 years old and older are fully vaccinated, and 65 percent of residents 65 and older are fully vaccinated. While progress is commendable, more work is needed to reach a “high enough” level of community vaccination to go back to normal life without fear. Michele added that there remain geographic disparities in vaccinations. Along the beach cities and the westside, many communities have rates of vaccination upward of 60 percent, while many other communities in the County have much lower vaccination rates – in Antelope Valley, Lancaster, Palmdale, and in parts of east and south Los Angeles vaccination rates are below 30 percent. The Department of Public Health is working to reduce these barriers by increasing the number of vaccination sites in hard-hit communities and by eliminating requirements for appointments at many sites, including all eight of the County-run sites.

Turning to the early care and education update, Michele relayed that stable groups should be as small as feasible. The maximum size of stable groups is limited by the number of children that allows all members of the group to maintain physical distancing of six feet from all other members within the available licensed space. She added that group size may not exceed the maximum number of children permitted by the California Department of Social Services/Community Care Licensing Division (CDSS/CCLD) per classroom or other licensed space, and the facility shall always comply with minimum staff to child ratios set by CDSS/CCLD. Lastly, she added that all early educators, parents, and children 24 months and older must wear masks in the setting since it is considered a business.

#### **4. Public Policy Report**

Lisa directed meeting participants to the slide deck and provided an overview of her report that would cover informing the May Revise (Governor Newsom’s revisions to the proposed budget for Fiscal Year (FY) 2021-22 released in January), status of priority legislation, and proposed federal relief for children and families. Lisa relayed that the Governor is expected to release the May Revise the week of May 10<sup>th</sup>, which will reflect the latest economic forecast. California’s economy is in much better shape than originally projected in January. With respect to early care and education, the Governor’s priority has been focused on universal transitional kindergarten for all four-year-old children.

Both the Senate and the Assembly released their budget priorities in preparation of the May Revise with suggestions of opportunities for transformative progress as the state recovers from the impacts of the COVID-19 pandemic. The Senate priorities offer more detail for addressing the early care and education system inclusive of universal access for children from birth to three years old of low-income families, continuing the hold harmless provisions so state-contracted programs can remain open without impacts on their contract amounts, and more (see <https://sbud.senate.ca.gov/sites/sbud.senate.ca.gov/files/Build%20Back%20Boldly%20Senate%20Democrats%20Budget%20Priorities.pdf>). The Assembly proposal references the Senate priorities as a strong vision upon which to build, is informed by the Budget surplus, and \$26 billion in American Rescue plan funding. The Assembly priorities are organized around four pillars: preserve, respond, protect, and recover. As part their respond pillar, the Assembly proposes adding one million early care and education slots by 2025 and working towards universal transitional kindergarten beginning in 2021 (see <https://a19.asmdc.org/sites/a19.asmdc.org/files/pdf/budget-opportunity-fnl.pdf>). Lisa also touched upon the status of federal relief for early care and education allocated to California via three funding streams: Coronavirus Aid, Relief and Economic Security (CARES) Act; Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA); and the American Rescue Plan

(ARP). Significant federal funds remain to be allocated by the state (for more information, see <https://lao.ca.gov/Publications/Report/4419>).

Lisa briefly noted the list of priority legislation tracked by the Joint Committee on Legislation. She reported that SB 246 (Leyva) to address reimbursement rate reform heard by the Senate Committee on Appropriations has been placed in suspense pending release of the May Revise as are several bills that made it to the Committee. Lisa reminded meeting participants that the County has a pursuit of position in support of SB 246.

Next, Lisa commented on President Biden's two plans announced during his speech to a joint session of Congress held on April 28<sup>th</sup>. The American Jobs Plan is intended to put people to work by attending to transportation infrastructure, healthier environments, construction, manufacturing, collective bargaining/unionizing, digital infrastructure, climate, and workforce development and wages. Among the detail listed in the fact sheet is a proposal to upgrade child care facilities and build new supply in high need areas (see <https://www.whitehouse.gov/briefing-room/statements-releases/2021/03/31/fact-sheet-the-american-jobs-plan>). The American Families Plan would create four years of free education to include universal preschool for all three- and four-year-old children and two years of community college. In addition, the plan proposes increasing access to quality, affordable child care, limiting family fees for child care to seven percent of their income, and make it free for lowest income families. The plan also includes 12 weeks of paid family leave and an extension of the child tax credit (see <https://www.whitehouse.gov/briefing-room/statements-releases/2021/04/28/fact-sheet-the-american-families-plan/>).

## **5. The California Strong Start Index: Informing Resource Allocation to Promote Equity**

Ariana Oliva, Co-chair of the Access and Inclusion Work Group, reminded meeting participants that every year the Planning Committee assigns each zip code a priority 1, 2 or 3 based on a methodology developed by the California Department of Education/Early Learning and Care Division (CDE/ELCD) to inform the allocation of new state funding for subsidized early care services as it becomes available. With the help of VIVA Social Impact Partners, the Planning Committee this year added a Strong Start Asset Score for each zip code. Ariana noted that CDE/ELCD does not require use of the Strong Start Index as part of the development of the funding priorities, but we wanted to try it out and see how we can use it to further drive the conversation on meeting the needs of children and families in highest need communities. She then introduced Dr. Regan Foust, Executive Director of the Children's Data Network to talk more about the Strong Start Index and the Asset Scores to help stimulate thinking on how early care and education programs and the Planning Committee may take advantage of this resource to further the work to equitably promote access to early care and education services to families most in need.

Dr. Foust thanked Ariana for the invitation to speak and acknowledged the Planning Committee's role in creating change so children thrive and thinking about how to use the California Strong Start Index designed to inform resource allocation to promote equity and other data sources to inform change. She briefly referenced the Children's Data Network's (CDN) small, yet mighty team that includes academics and philanthropy among others and then provided an overview of her presentation that would begin with an introduction to CDN, followed by project context, the California Strong Start Index, and implications and application. CDN was envisioned to create a large-scale administrative birth cohort study to understand health, well-being, public service trajectories, and outcomes for entire populations that is specific, valid and highly efficient. Dr. Foust relayed that birth records are universally collected and represent the situations in which children are born. Birth records contain lots of standardized information on babies, their mothers, and other people in the home. The question was how could birth records thoughtfully assembled and simply scored be used

to help community more efficiently and equitably allocate resources. Dr. Foust, referencing her slide entitled “data driven investments”, summarized the limitations and the opportunities associated with this approach.

The index summarizes the conditions into which children are born and are comprised of 12 indicators organized under four categories – family, health, service, and financial – shown to be related to good outcomes for children. The scores are calculated by counting the number of assets present, geocoded by the mother’s residential address, and then aggregated by census tract. Dr. Foust then directed meeting participants to a screen shot of the index that illustrates ways in which the data may be accessed and mapped by certain variables. The maps help highlight the disparities between communities. Dr. Foust summarized the benefits for those working on behalf of young children and families in that the approach is strength-based, specific to populations of interest, are available locally and statewide, and are gathered at an individual level so that the scores can be validated. She added that the data may show strong graded relationships between scores and children, for example, for children who have entered the child welfare system. The data also can be disaggregated to assess disparities by race/ethnicity. Another example, CDN is working with First 5 Orange County to overlay the Strong Start Asset Scores with the Early Development Instrument (EDI) scores to learn if there are communities performing better on EDI than would have been predicted from strong start scores to then prioritize funding for high need areas.

Dr. Foust summarized next steps that include adding a dashboard available in a dynamic format. In addition, the plan is to add school district data and boundaries in addition to the existing boundaries that include the County Board of Supervisors and Service Planning Areas (SPAs). Additionally, a dashboard on infant mortality is in the pipeline. Dr. Foust ended with conclusions and implications of the strong start index.

Meeting participants were invited to comment and ask questions. Among the comments was excitement about the possibility to overlay EDI data with the asset scores. The Orange County data is expected to become available this summer. Dr. Jacquelyn McCroskey, a member of the CDN team, commended the Planning Committee on the incorporation of the asset scores with the LPC Local Funding Priorities as it has been clear that the funding priorities and the needs assessment as required by the CDE not get to core issues pertaining to community need. The asset score matched with the zip code priority is helpful in better understanding the community in which the child is born and residing and helps paint a picture of communities with greatest needs. One member commented on the historic challenge of finding data on younger children that helps inform program planning and is useful in leveraging resources. Other thoughts related to having data available on younger children that may help inform the supports needed to ensure children are ready to enter kindergarten.

Dr. Foust suggested that the CDN has elevated more opportunities to think about how the data is being used and opportunities to match with other data sets to chart the trajectory of children, how that translates into achievement and areas of vulnerabilities. One member suggested that data is useful for informing holistic practices for promoting children’s full potential. Dr. Foust commented on the transition of most early care and education programs from the CDE to the California Department of Social Services, which creates opportunities to integrate CDN data with health and human services data. CDN is currently working closely with the California Health and Human Services Agency on record reconciliation to help understand whether families are connected with other services. There may be a potential of adding early care and education records in the future. A question raised was how the state will ensure that funding is equitably distributed. It was suggested that advocacy is needed with a reminder that programs serving fee paying parents also need assistance and were heavily impacted by the COVID-19 pandemic. A distinction also was made



between the need for one time infrastructure investments inclusive of funding for facility renovation and repair and well as ongoing funding that allows for compensating staff based on education and experience, however again mindful of the system as a whole comprised of both subsidized and non-subsidized programs as well as family child care homes and centers.

## **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.

- Advancement Project California is holding its two day virtual convening, 2021 Birth to Twelfth Grade of Water Cooler Series from May 20-21, 2021. For more information and to register, visit <https://www.advancementprojectca.org/what-we-do/educational-equity/https://www.advancementprojectca.org/birth-to-12th-grade-water-cooler-series-2021>. An e-mail with the information also will be sent following the meeting.
- Nicole Lopez, Co-chair of the Governance Work Group with JoAnn Shalhoub-Mejia, announced that the Planning Committee membership slate for FY 2021-22 will be presented at the June meeting. She also announced the Governance Work Group's nominations for Chair and Vice Chair, Ernesto Saldaña and Ariana Oliva respectively. Nicole invited additional nominations that will be accepted between now and the June meeting as well as welcomed from the floor on the day of the meeting.
- Andrea Fernandez announced that the Workforce Pathways LA-Workforce Systems Improvement forum has been rescheduled to June 28, 2021 from 9:00 – 11:30 a.m. The purpose of the event is to release the ECE Professional Development Landscape that, in addition to findings, will include a proposed set of recommendations for aligning and coordinating professional development opportunities that meet the needs of the field. The next meeting of the WPLA Forum Committee is scheduled for Monday, May 10, 2021 from 2:45 – 4:00 p.m.

## **7. Adjournment**

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

<i>The meeting was adjourned at 1:47 p.m.</i>
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**Proposed Membership Slate – FY 2021-22**

Parent/Consumer	Child Care Provider	Community	Public Agency	Discretionary
Dominic Armendariz (1 <sup>st</sup> term ends 2024) SPA 4; SD 1	Norma Amezcua MAOF (2 <sup>nd</sup> term ends 2024) SPA 7; SD 1,4	Genetric Brown Educare Long Beach (1 <sup>st</sup> term ends 2024) SPA 8; SD 4	Anne Blackstock-Bernstein UCLA CICCQ (1 <sup>st</sup> term ends 2022) SPA 5; SD 3	Christina Acosta Child Care Alliance of LA (2 <sup>nd</sup> term ends 2024) SPA 1-8; SD 1-5
LaRae Cantley Community Voices (1 <sup>st</sup> term ends 2023) SPA 6; SD 2	Rocio Bach Catholic Charities LA (1 <sup>st</sup> term ends 2022) SPA 5,6; SD 1,2	Samitha Givens Learn4Life Charters (1 <sup>st</sup> term ends 2022) SPA 8; SD 4	Eileen Carrillo-Lau Pomona USD (1 <sup>st</sup> term ends 2022) SPA 3; SD 1	Kevin Dieterle First 5 LA (1 <sup>st</sup> term ends 2022) SPA 1-8; SD 1-5
Jessica Chang WeeCare (2 <sup>nd</sup> term ends 2024) SPA 5; SD 2	Andrea Fernandez CA Children's Academy (2 <sup>nd</sup> term ends 2022) SPA 4; SD 1	Losmeiya Huang The Growing Place (1 <sup>st</sup> term ends 2024) SPA 5; SD 2	Melita E. Ferguson Compton College CDC (1 <sup>st</sup> term ends 2023) SPA 6; SD 2	Jessica Guerra 2 <sup>nd</sup> Supervisorial District
Cathy Coddington Vital Research (1 <sup>st</sup> term ends 2022) SPA 4; SD 3	Sandra Flores Alma Fam Svs./Alma Pre-Sch (1 <sup>st</sup> term ends 2022) SPA 7; SD 1	Joelle Landazabal Children's Home Society of CA (1 <sup>st</sup> term ends 2024) SPA 8; SD 4	Nora Garcia Rosales Dept of Public Social Services (1 <sup>st</sup> term ends 2022) SPA 1-8; SD 1-5	La Tanga Hardy LA Trade-Tech (1 <sup>st</sup> term ends 2023) SPA 4; SD 1
Mona Franco Redwood Village Children's (1 <sup>st</sup> term ends 2024) SPA 5 SD 4	Angela Gray Culver City USD/Office of CD (2 <sup>nd</sup> term ends 2024) SPA 5; SD 2	Ariana Oliva Unite-LA (1 <sup>st</sup> term ends 2022) SPA 4; SD 1	Scott Herring CDSS/CCLD Palmdale Region (1 <sup>st</sup> term ends 2024) SPA 7; SD 5	Toni Isaacs PEACH (2 <sup>nd</sup> term ends 2023) SPA 1-8; SD 1-5
Crystal Jones Jones Family Child Care (1 <sup>st</sup> term ends 2023) SPA 4,8; SD 4	Nicole Lopez Little Tokyo Service Center (1 <sup>st</sup> term ends 2022) SPA 4; SD 1	Kathy Schreiner ECE Workforce Advocate (2 <sup>nd</sup> term ends 2024) SPA 2; SD 2	Ana Lopez Baldwin Park USD (1 <sup>st</sup> term ends 2023) SPA 3,4,7; SD 1	Kelly O'Connell 1 <sup>st</sup> Supervisorial District
Christina Moore Maryvale (1 <sup>st</sup> term ends 2024) SPA 3; SD 1	Micha Mims City of LA Recs & parks (1 <sup>st</sup> term ends 2023) SPA 6; SD 2	Edilma Serna WestEd PITC (1 <sup>st</sup> term ends 2023) SPA 1-8; SD 1-5	Tom McFadden Monrovia USD (1 <sup>st</sup> term ends 2024) SPA 3; SD 5	Dianne Philibosian 5 <sup>th</sup> Supervisorial District
Marisol Rosales Community Voices (1 <sup>st</sup> term ends 2023) SPA 6; SD 2	Christopher Jefferson YMCA of Los Angeles (1 <sup>st</sup> term ends 2024) SPA 1-8; SD 1-5	Shanna Warren Boys & Girls Club of Burbank (1 <sup>st</sup> term ends 2024) SPA 2,4; SD 3,5	Gabriel Muñoz HLPUSD (1 <sup>st</sup> term ends 2022) SPA 3; SD 1	Sarah Soriano 4 <sup>th</sup> Supervisorial District
Ernesto Saldaña Advancement Project CA (2 <sup>nd</sup> term ends 2023) SPA 6; SD 1	JoAnn Shalhoub-Mejia CA Federation of FCC Assoc. (2 <sup>nd</sup> term ends 2023) SPA 4; SD 2	Veronica Torres WeeCare (2 <sup>nd</sup> term ends 2023) SPA 6; SD 1,2	Cherise Roper LAUSD Early Childhood Ed. (1 <sup>st</sup> term ends 2023) SPA SD 1	Julie Taren 3 <sup>rd</sup> Supervisorial District
Sachin Sangani Wonderland Montessori LLC (1 <sup>st</sup> term ends 2022) SPA 6; SD 4	Lisa Wilkin Child Dev Consortium of LA (1 <sup>st</sup> term ends 2022) SPA 2-8; SD 1-5	Jana Wright LA Babies Network (1 <sup>st</sup> term ends 2023) SPA 4; SD 1	Tom Woodward ABC Unified School District (1 <sup>st</sup> term ends 2024) SPA 7; SD 4	Cecilia Urrea Special Ed Professional (1 <sup>st</sup> term ends 2022) SPA 3; SD 1

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**CERTIFICATION STATEMENT**  
**REGARDING COMPOSITION OF LPC MEMBERSHIP**

**Return to:**

California Department of Education  
Child Development Division  
Local Planning Council Consultant  
1430 N. Street, Suite 3410  
Sacramento, CA 95814

**Due Date:**

**Annually on January 20**

Please complete all information requested below:

County Name: Los Angeles		County Coordinator Name and Telephone Number: Michele P. Sartell 213.639.6239/323.594.1244 (mobile)
<b>Membership Categories</b>		
20% Consumers (Defined as a parent or person who receives, or who has received within the past 36 months, childcare services.)		
<b>Name of Representative</b>	<b>Address/Telephone Number</b>	<b>Appointment Date and Duration</b>
Dominic Amendariz <i>Alternate: Cassandra Avila</i>	501 South Boyle Avenue Los Angeles, CA 90033-3816	September 2021 - August 2024
LaRae Cantley <i>Alternate: Sally Valenzuela</i>	1033 W. 90 <sup>th</sup> Street, Apartment. A Los Angeles, CA 90044	September 2020 - August 2023
Jessica Chang <i>Alternate: Jessa Costanzo</i>	4223 Glencoe Avenue, Suite B117 Marina Del Rey, CA 90292	September 2021 – August 2024
Cathy Coddington <i>Alternate: Janet Lee</i>	6380 Wilshire Blvd., Suite 1700 Los Angeles, CA 90048	September 2019 - August 2022
Mona Franco <i>Alternate: Karen Martin</i>	13150 Maxella Avenue Marina Del Rey, CA 90292	September 2021 - August 2024
Crystal C. Jones <i>Alternate: Chevette Cherie Jones</i>	909 Pine Avenue Long Beach, CA 90813	September 2020 - August 2023
Christina Moore <i>Alternate: Stephanie Garcia</i>	7600 Graves Avenue Rosemead, CA 91770	September 2021 - August 2024
Marisol Rosales <i>Alternate: McGyver Rosales</i>	8643 Orchard Avenue Los Angeles, CA 90044	September 2020 - August 2023
Ernesto Saldaña <i>Alternate: JunHee Doh</i>	1910 W. Sunset Blvd., Suite 500 Los Angeles, CA 90026	September 2020 - August 2023
Sachin Sangani <i>Alternate: Mona Sangani</i>	10440 Artesia Boulevard Bellflower, CA 90706	September 2019 - August 2022
20% Child Care Providers (Defined as a person who provides childcare services or represents persons who provide childcare services.)		
<b>Name of Representative</b>	<b>Address/Telephone Number</b>	<b>Appointment Date and Duration</b>
Norma Amezcua Mexican Amer Opportunity Found. <i>Alternate: Angela Lucero</i>	5657 East Washington Boulevard Commerce, CA 90040	September 2021 - August 2024
Rocio Bach Catholic Charities Los Angeles, Inc. <i>Alternate: Ofelia Hernandez</i>	601 East 23 <sup>rd</sup> Street Los Angeles, CA 90011	September 2019 - August 2022
Andrea Fernandez California Children's Academy <i>Alternate: Monica Barahona</i>	2701 North Main Street Los Angeles, CA 90031	September 2019 - August 2022
Sandra Flores Alma Family Services <i>Alternate: Diego Rodriguez</i>	4701 East Cesar Chavez Avenue Los Angeles, CA 90022	September 2019 - August 2022

20% Child Care Providers (Defined as a person who provides childcare services or represents persons who provide child care services.) - continued		
Name of Representative	Address/Telephone Number	Appointment Date and Duration
Angela Gray CCUSD/Office of Child Development <i>Alternate: Valerie Marquez</i>	10800 Farragut Drive Culver City, CA 90230	September 2021 – August 2024
Nicole Lopez Little Tokyo Service Center <i>Alternate: Jacqueline Torres</i>	231 East Third Street, Suite G-106 Los Angeles, CA 90013	September 2019 - August 2022
Micha Mims City of LA Dept. of Recs & Parks <i>Alternate: Leslie Perez</i>	841 W. Martin Luther King Jr. Blvd. Los Angeles, CA 90037	September 2020 - August 2023
Christopher Jefferson YMCA of Los Angeles <i>Alternate: Judith Hartmire</i>	4301 West Third Street Los Angeles, CA 90020	September 2021 – August 2024
JoAnn Shalhoub-Mejia CA Federation of Family Child Care <i>Alternate: Wendy Tseng</i>	1320 South Mansfield Avenue Los Angeles, CA 90019	September 2020 - August 2023
Lisa Wilkin Child Development Consortium of LA <i>Alternate: Ancelma Sanchez</i>	1125 West 6th Street, Suite 502 Los Angeles, CA 90017	September 2019 - August 2022
20% Public Agency Representative (Defined as a person who represents a city, county or local education agency.)		
Name of Representative	Address/Telephone Number	Appointment Date and Duration
Anne Blackstock-Bernstein UCLA Center for Improving Child Care Quality <i>Alternate: Laura Reyes</i>	8118 Math Sciences Building Box 951521 Los Angeles, CA 90005-1521	September 2019 - August 2022
Eileen Carillo-Lau Pomona Unified School District <i>Alternate: Peter Piñon</i>	1460 East Holt #174 Pomona, CA 91767	September 2019 - August 2022
Melita E. Ferguson Compton College Child Dev. Center <i>Alternate: Shanika Jones</i>	1111 E. Artesia Boulevard Compton, CA 90221	September 2020 - August 2023
Nora Garcia-Rosales LA County DPSS <i>Alternate: Robert Beck</i>	12820 Crossroads Pkwy. South City of Industry, CA 91746	September 2019 - August 2022
Scott Herring CA Department of Social Services <i>Alternate: Carissa Bell</i>	39115 Trade Center Dr., Suite 201 Palmdale, CA 93551	September 2021 – August 2024
Ana Lopez Baldwin Park Unified School District <i>Alternate: Regina Angelo-Tarango</i>	13307 Francisquito Avenue Baldwin Park, CA 91706	September 2020 - August 2023
Tom Mcfadden Monrovia Unified School District <i>Alternate: Angel Arias</i>	1000 S. Canyon Boulevard Monrovia, CA 91016	September 2021 – August 2024
Gabriel Muñoz Hacienda-La Puente USD <i>Alternate: Teresa Figueras</i>	455 North Glendora Avenue La Puente, CA 91744	September 2019 - August 2022
Cherise Roper LAUSD Early Childhood Education <i>Alternate: Ranae Amezcuita</i>	333 South Beaudry Ave., 11th Fl. Los Angeles, CA 90017	September 2020 - August 2023
Tom Woodward ABC Unified School District <i>Alternate: Lora Ballard</i>	11011 Artesia Boulevard Cerritos, CA 90703	September 2021 – August 2024

20% Community Representative (Defined as a person who represents an agency or business that provides private funding for childcare services, or who advocates for childcare services through participation in civic or community-based organizations but is not a childcare provider or CDE funded agency representative.)		
Name of Representative	Address/Telephone Number	Appointment Date and Duration
Genetric Brown Educare Los Angeles at Long Beach <i>Alternate: Maria Harris</i>	4840 Lemon Avenue Long Beach CA 90807	September 2019 - August 2022
Samitha Givens Learn4Life Charters <i>Alternate: Liliana Sanchez</i>	2101 Long Beach Boulevard Long Beach, CA 90806	September 2019 - August 2022
Losmeiya Huang The Growing Place <i>Alternate: Erin king</i>	401 Ashland Avenue Santa Monica, CA 90405	September 2021 – August 2024
Joelle Landazabal Children's Home Society of CA <i>Alternate: Amanda Edwards</i>	4900 Airport Plaza Dr., Suite 100 Long Beach, CA 90815	September 2021 – August 2024
Ariana Oliva Unite-LA <i>Alternate: Humberto Estratalán</i>	1055 Wilshire Blvd., Suite 1750 Los Angeles, California 90017	September 2019 - August 2022
Kathy Schreiner ECE Workforce Advocate & Best Start <i>Alternate: Yanci Panamero</i>	13530 Leadwell Street, 9 Van Nuys, CA 91405	September 2018 – August 2021
Edilma Serna WestEd Prog for Infant/Toddler Care <i>Alternate: Consuelo Espinosa</i>	180 Harbor Drive, Suite 112 Sausalito, CA 94965	September 2020 - August 2023
Shanna Warren Boys & Girls Club of Burbank & Greater East Valley <i>Alternate: Lupe Herrera</i>	2244 North Buena Vista Burbank, CA 91504	September 2021 – August 2024
Veronica Torres WeeCare <i>Alternate: Claudia Benavides</i>	857 East 43 <sup>rd</sup> Street Los Angeles, CA 90011	September 2020 - August 2023
Jana Wright LA Babies Network <i>Alternate: Laurel Murray</i>	320 West 15 <sup>th</sup> Street, Suite 311 Los Angeles, CA 90015	September 2020 - August 2023
20% Discretionary Appointees (Appointed from any of the above categories or outside of these categories at the discretion of the appointing agencies.)		
Name of Representative	Address/Telephone Number	Appointment Date and Duration
Christina Acosta Child Care Alliance of Los Angeles <i>Alternate: Jennifer Cowan</i>	1460 East Holt Avenue, #174 Pomona, CA 91767	September 2021 – August 2024
Kevin Dieterle First 5 LA <i>Alternate: Gina Rodriguez</i>	750 North Alameda Street, #300 Los Angeles, CA	September 2019 - August 2022
La Tanga Hardy LA Trade-Technical College <i>Alternate: Giselle Navarro-Cruz</i>	400 W. Washington Boulevard Los Angeles, CA 90015	September 2020 - August 2023
Toni Issacs Partnerships for Ed, Articulation & Coord through Higher Ed (PEACH) <i>Alternate: Yolanda Carlos</i>	8119 Clemens Avenue West Hills, CA 91304	September 2020 - August 2023
Kelly O'Connell First Supervisorial District Rep <i>Alternate: Kimberly Dobson-Garcia</i>	13100 Brooks Drive, Suite 100 Baldwin Park, CA 91706	September 2021 – August 2024
Dianne Philibosian Fifth Supervisorial District Rep <i>Alternate: Carla Hegwood</i>	436 South Arroyo Boulevard Pasadena, CA 91105	September 2021 – August 2024

**20% Discretionary Appointees (Appointed from any of the above categories or outside of these categories at the discretion of the appointing agencies.) – continued**

<b>Name of Representative</b>	<b>Address/Telephone Number</b>	<b>Appointment Date and Duration</b>
Sarah Soriano Fourth Supervisorial District Rep <i>Alternate: Andrea Sulsona</i>	501 Atlantic Avenue Long Beach, CA 90802	September 2021 – August 2024
Julie Taren Third Supervisorial District Rep <i>Alternate: Fran Chasen</i>	7275 Franklin Avenue, 311 Los Angeles, CA 90046	September 2021 – August 2024
Cecilia Urrea <i>Special Education Professional</i> <i>Alternate: Helia G. Castellon</i>	3747 Rockwell Avenue El Monte, CA 91731	September 2019 - August 2022
Jessica Guerra Second Supervisorial District Rep <i>Alternate: Patrick MacFarlane</i>	815 Colorado Boulevard, Suite C Los Angeles, CA 90041	September 2021 – August 2024

**Authorized Signatures**

We hereby verify as the authorized representatives of the county board of supervisors (CBS), the county superintendent of schools (CSS), and the Local Child Care and Development Planning Council (LPC) chairperson that as of \_\_\_\_\_, the above identified individuals meet the council representation categories as mandated in AB 1542 (Chapter 270, Statutes 1997; California *Education Code* Section 8499.3). Further, the CBS, CSS, and LPC chairperson verify that a good faith effort has been made by the appointing agencies to ensure that the ethnic, racial, and geographic composition of the LPC is reflective of the population of the county.

<b>Authorized Representative - County Board of Supervisors</b>	<b>Telephone Number</b>	<b>Date</b>
Barbara Ferrer, Ph.D., M.P.H., M.Ed. Director, Department of Public Health	(213) 288-8117	
<b>Authorized Representative - County Superintendent of Schools</b>	<b>Telephone Number</b>	<b>Date</b>
Debra Duardo, M.S.W., Ed.D. Los Angeles County Office of Education	(562) 922-6127	
<b>Local Child Care Planning Council Chairperson</b>	<b>Telephone Number</b>	<b>Date</b>
Julie Taren	(323) 842-5910	

**Speaker Bios ▪ June 2, 2021**

***Towards Culturally Sustaining Pedagogy: Addressing Dominant Racial Patterns of In-group Messaging in Early Childhood Classrooms***

**SAUDAH N.T. COLLINS, M.ED., EDUCATOR, RICHLAND COUNTY SCHOOL DISTRICT TWO, SOUTH CAROLINA**

Saudah Collins has served as a professional educator for over 24 years and currently teaches second grade in Richland County School District Two. She is also a model teacher for the Center for the Education and Equity of African American Students (CEEAAAS) and has focused her personal and academic pursuits around issues of equity. As a National Board-certified teacher, she has taught pre-kindergarten through fifth grades, with a specialization in early childhood. Saudah has worked on state and district-level curriculum development and serves as an adjunct instructor for the University of South Carolina-College of Education. She has co-authored several professional publications. In 2004, Saudah was awarded the Presidential Award for Excellence in Mathematics and Science Teaching in the area of science. She traveled to Cameroon and Ghana, West Africa, in 2017 and 2018 respectively, as a member of Fulbright-Hays delegations.

**MARY E. EARICK, PH.D., EDUCATION PROFESSOR AND DEAN, NEW SCHOOL OF EDUCATION, NEW MEXICO HIGHLANDS UNIVERSITY**

Dr. Earick's scholarship, teaching, and service have focused on activist pedagogies and critical studies of Whiteness to support culturally sustaining learners, leaders and activists. She is Dean of the School of Education at New Mexico Highlands University. Previously Dr. Earick was Plymouth State University's Holmes Center for School Partnership and Educator Preparation where she has developed a Problems of Practice Professional Development School model of teacher preparation. Dr. Earick is the author of *Multiage Competency-based Education: No Grades, No Grades* (forthcoming) and *Racially Equitable Teaching: Beyond the Whiteness of Professional Development for Early Childhood Educators*. She holds degrees in Early Childhood Education, Urban Elementary Education and a Ph.D. in Language Literacy and Socio-Cultural Studies. Prior to becoming a professor, she was a home daycare provider, preschool and public-school teacher for 16 years where her teaching was featured in the documentary and book, *Starting Small: Teaching Tolerance in the Early Years*, produced by Teaching for Justice, a project of the Southern Poverty Law Center. She is an affiliated faculty member in the Center for the Education and Equity of African American Students (CEEAAAS) at the University of South Carolina and the Center for Educational Equity and International Research (CEEIR) at the University of LaVern in California. Dr. Earick has presented her work internationally in Hong Kong, Ireland, Mexico and Canada.



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# In-group Messaging Slide Presentation

Prepared by Saudah  
N.T. Collins

# **Embracing Families (First Teachers)**

We are family!

**Use family photos throughout the learning space.**







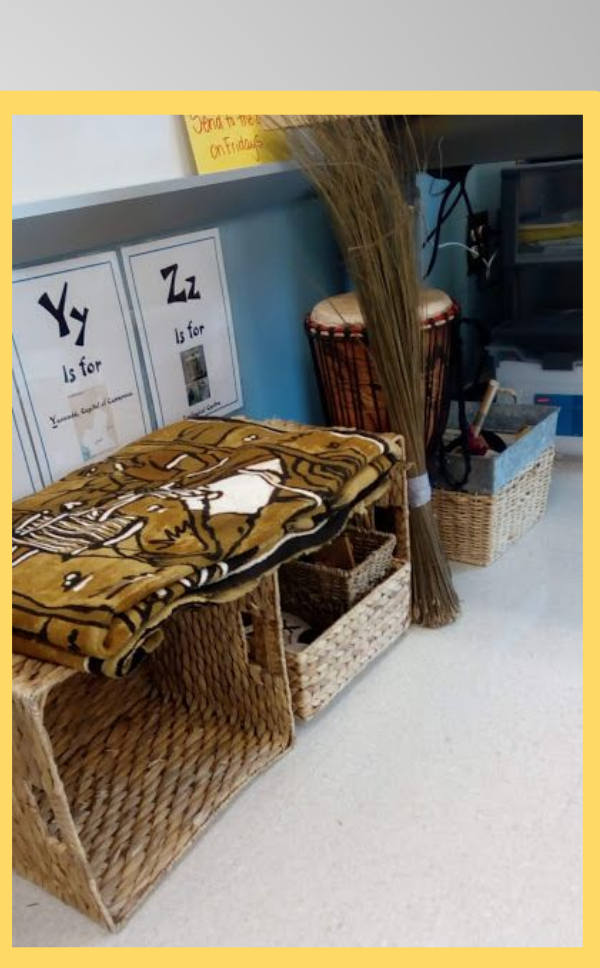




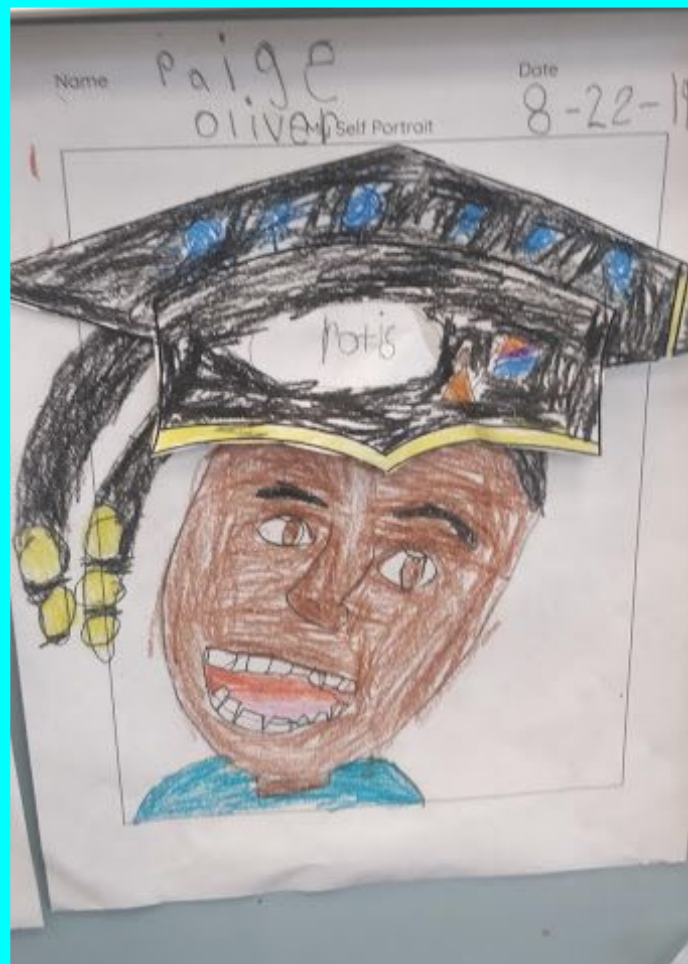
# Representation

Representation is important!









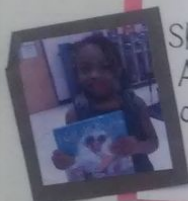




Mrs. Collins  
The Watsons Go to Birmingham - 1963  
By Christopher Paul Curtis



Coming soon...  
Gabriel's and Kayla's BookPics



BookPics  
Show us your favorite!  
Add a pic of you and  
one of your favorite  
books.





GRACE BYERS

# I Am Enough



PICTURES BY  
KETURAH A. BOBO



PICTURES BY  
KETURAH A. BOBO



T t



Tyla



Ms. Williams



the.

to.

this.

they.



Gabriel

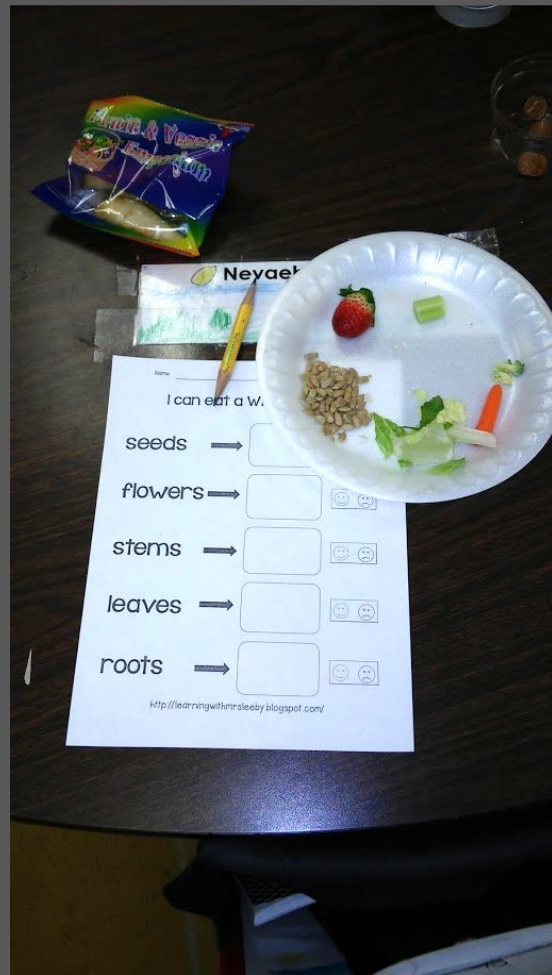
3 syllables

7 letters

3 + 4 = 7  
talls shorts in all

Gabriel likes  
playing with  
Paris and Anaya.



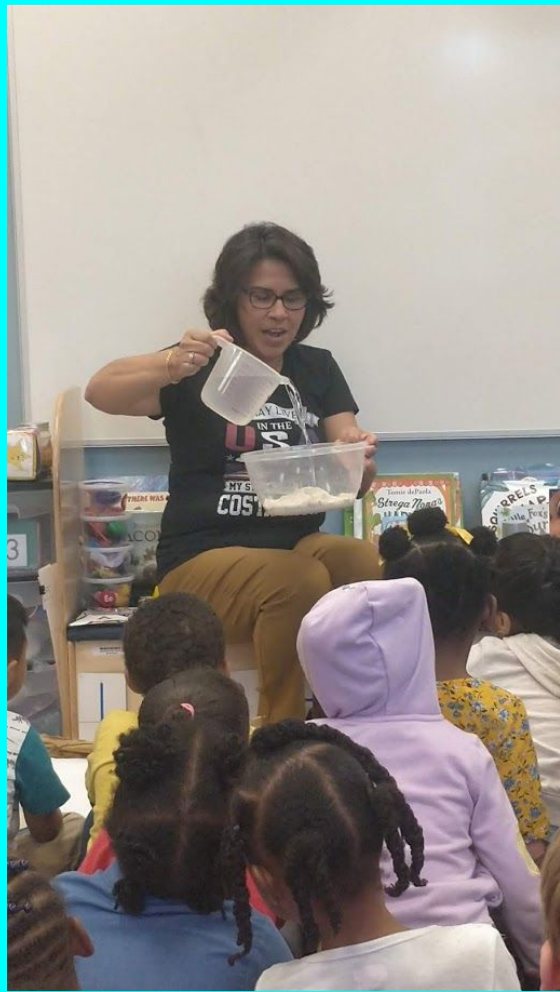


Bringing in  
community  
members to share  
classroom  
experiences.

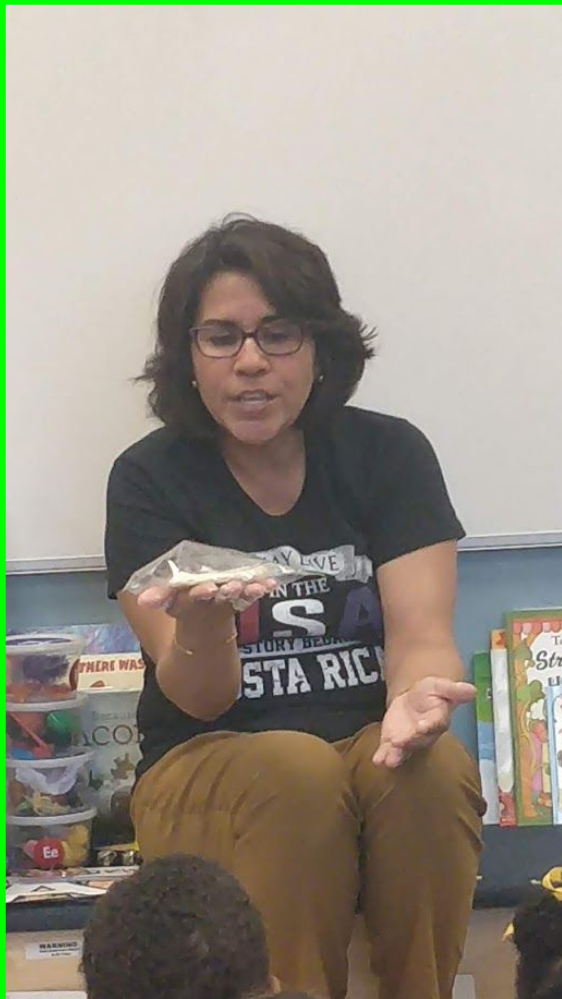
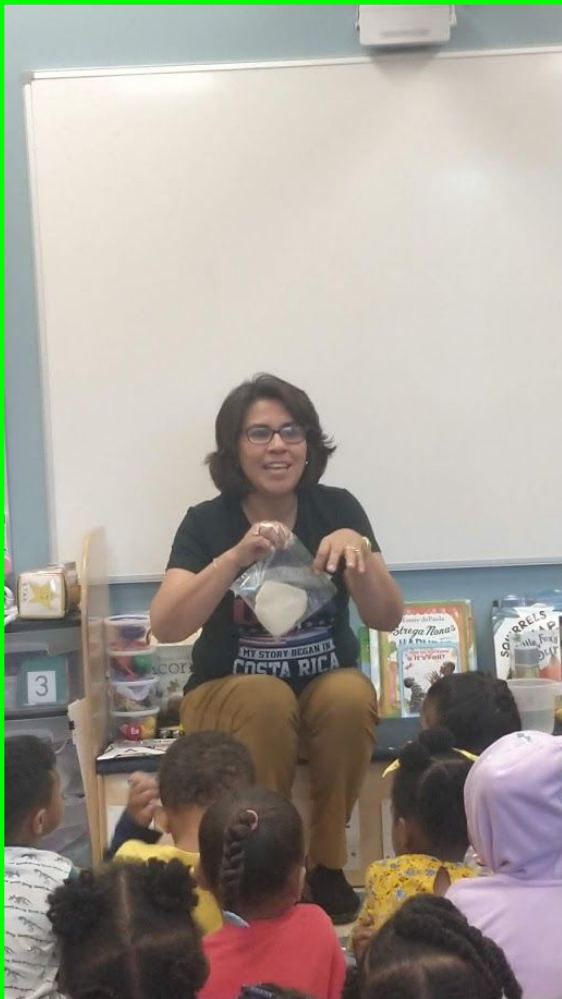




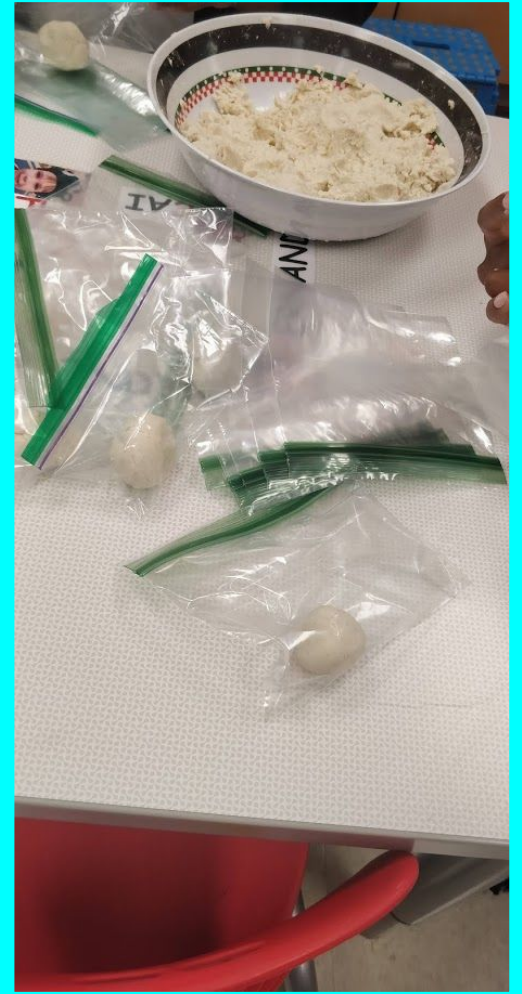














## **Dr. Ellen Ochoa** **(1993-Space Mission)**

Dr. **Ellen Ochoa**, a veteran astronaut, was the 11th director of the Johnson Space Center.



# Dr. Ellen Ochoa Interview

SCAN ME







**1986- Luis first got interested in computers at the age of eight**



# Inventor



Luis von Ahn was born and raised in Guatemala. -BBC News



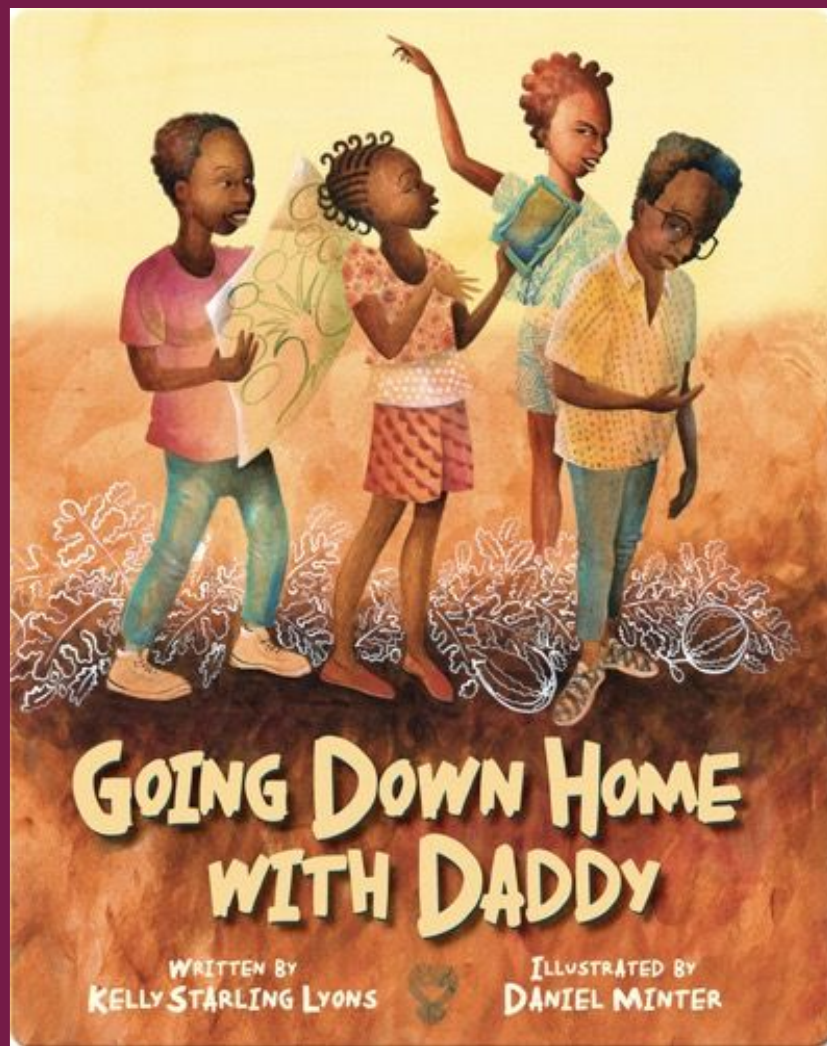
MEXICO

GUATEMALA

HONDURAS

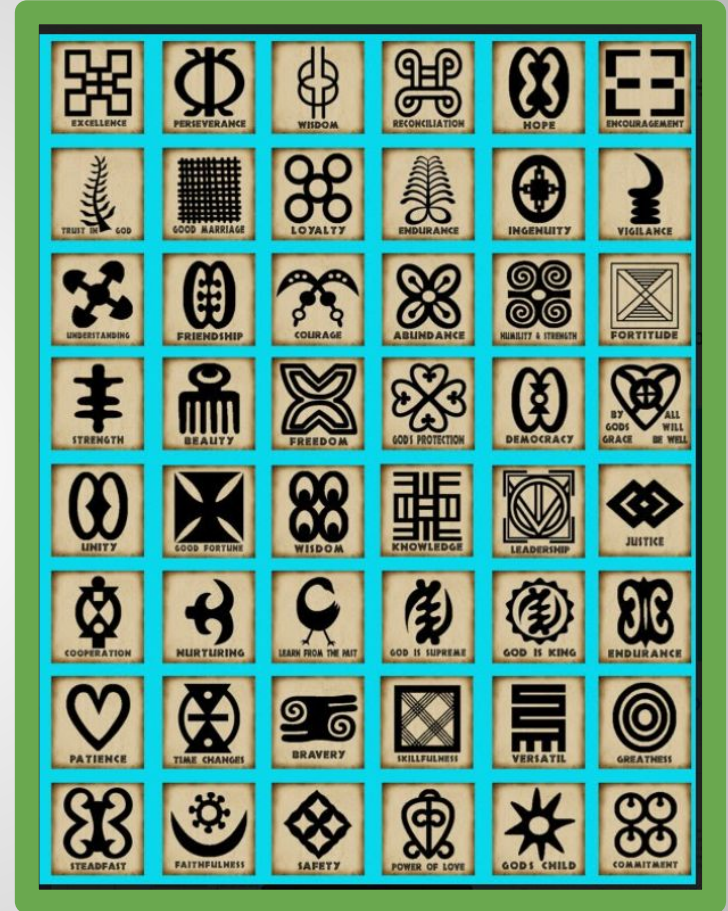
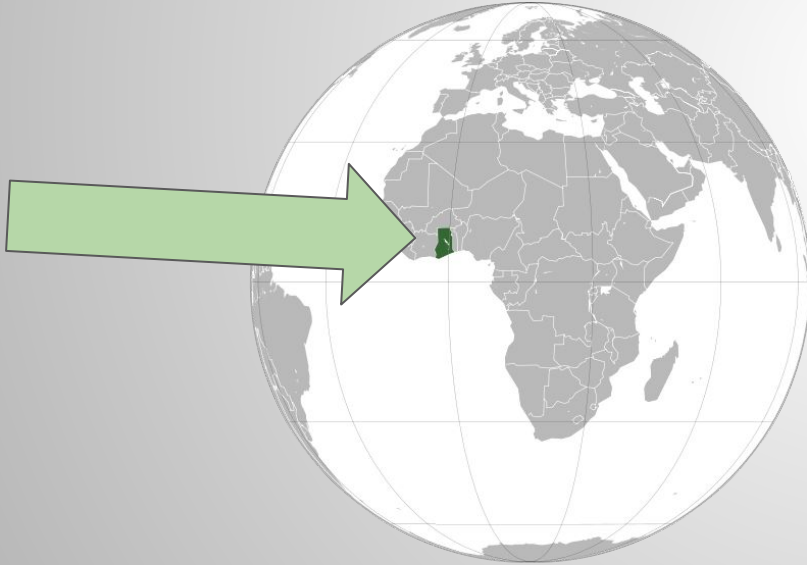
EL SALVADOR

Luis was inspired by the idea of being able to help people in Guatemala and other countries learn English or another second language for free- BBC News





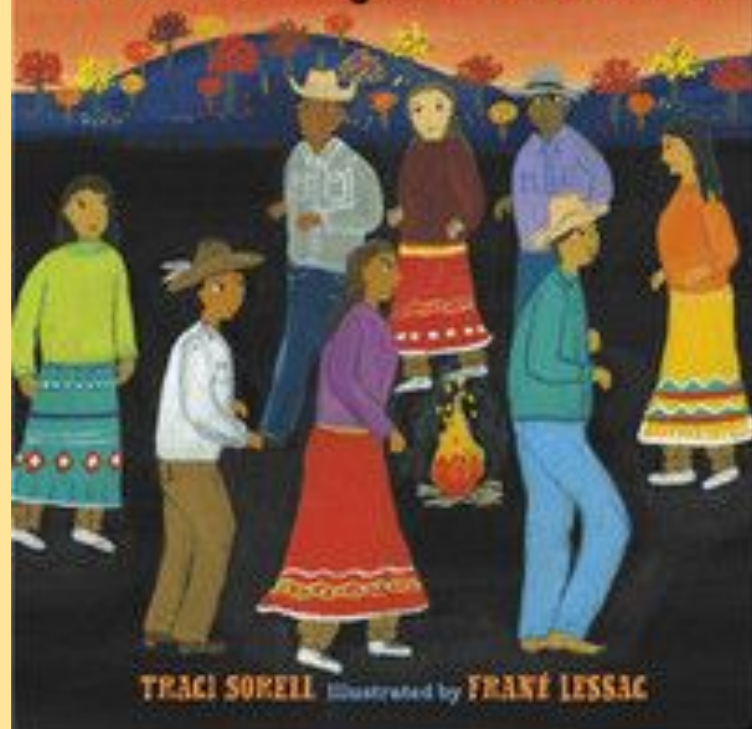
These are Adinkra symbols.  
They originated in Ghana on  
the continent of Africa.





# We Are Grateful

Otsaliheliga · ᎠᏍᏓᎩᎨᎠᎵᎦ





Last week, we read about Indigenous communities.



Read To Me 

### Preserving Heritage

Indigenous peoples **preserve** their cultural **heritage** and their language by teaching the younger generations about them.



14

15



Map of Indigenous Communities  
Compiled by Aaron Carapella, a Member of an Indigenous Community.  
Being able to document and tell the stories of one own's history is very  
important.





In his own words





# —We Are Cherokee—



Jamie Blackfox  
Cherokee-Mexican



John Ross  
Cherokee Full blood



Felicia Wing  
Cherokee-Ecuadorian



Nigel Turner  
Cherokee-African American



Eric Crittenden  
Cherokee-German



Erika Hoang  
Cherokee-Vietnamese



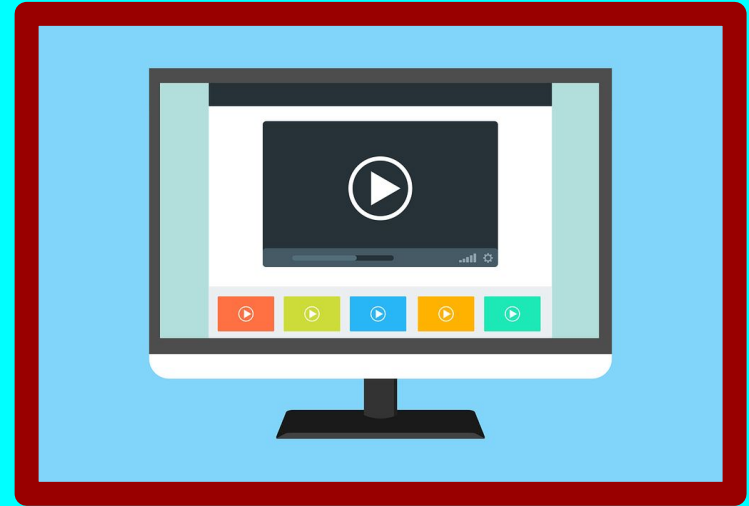
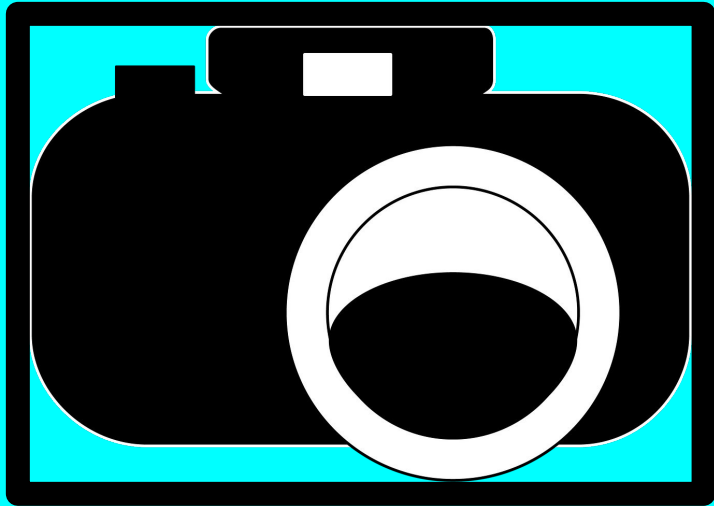
DeAnthony Pennington  
Cherokee-African American



Theresa Tate  
Cherokee-Irish

# **Exploring Students' Cultures: Students Learning and Creating Their Families**

Use photos, videos, and words to  
show important parts of your  
family's everyday life.



# My Family and My Cultural Identity

My mom's  
country's flag



My dad's country's flag




TEMPLATE

# My Family and My Cultural Identity

By :



# My Family

A large, empty rectangular box with a black border, intended for a drawing or a written description of the family.

# How We Speak



# Family Greetings



# Foods We Love to Eat

A large, empty rectangular box with a black border, occupying the lower half of the page. It is intended for a drawing or a list of foods.

# How We Wear Our Hair



# How We Dress





# How We Spend Time Together



# How We Celebrate



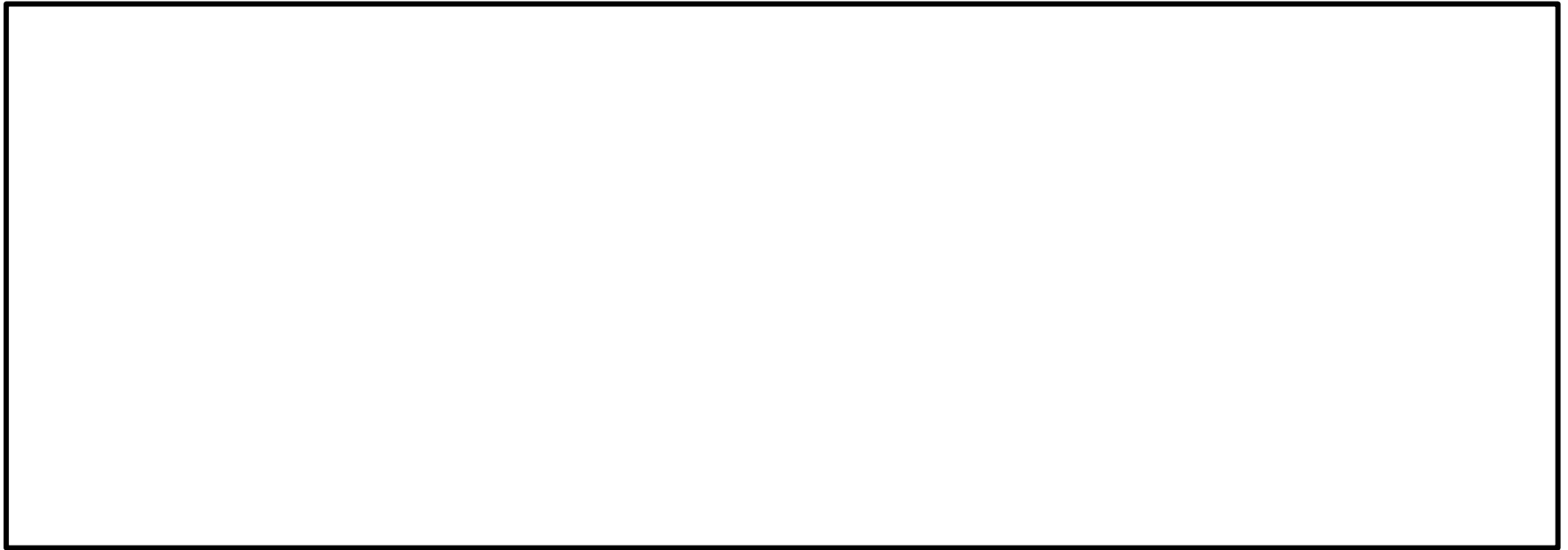
# Songs We Love

--

# My Favorite Dance

A large, empty rectangular box with a black border, intended for writing the name of the favorite dance.

# Our Favorite Dances as a Family

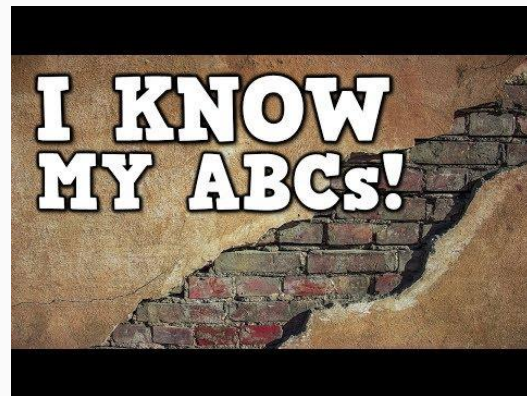




# **Morning Messages and Songs**

# Morning Message

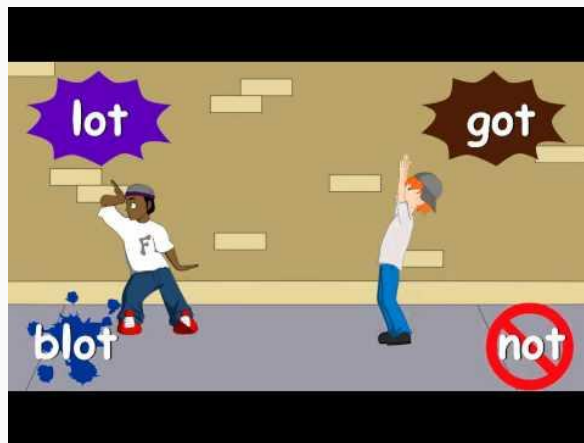
Today is Monday.  
How are you today?  
We will learn with our  
friends today. Let's  
have a marvelous  
day!



# Akwaaba

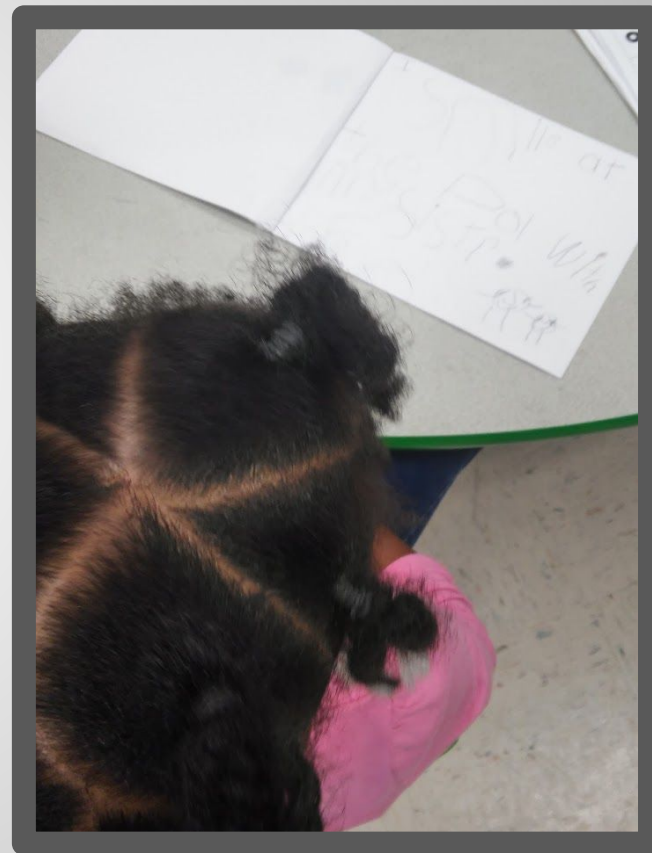
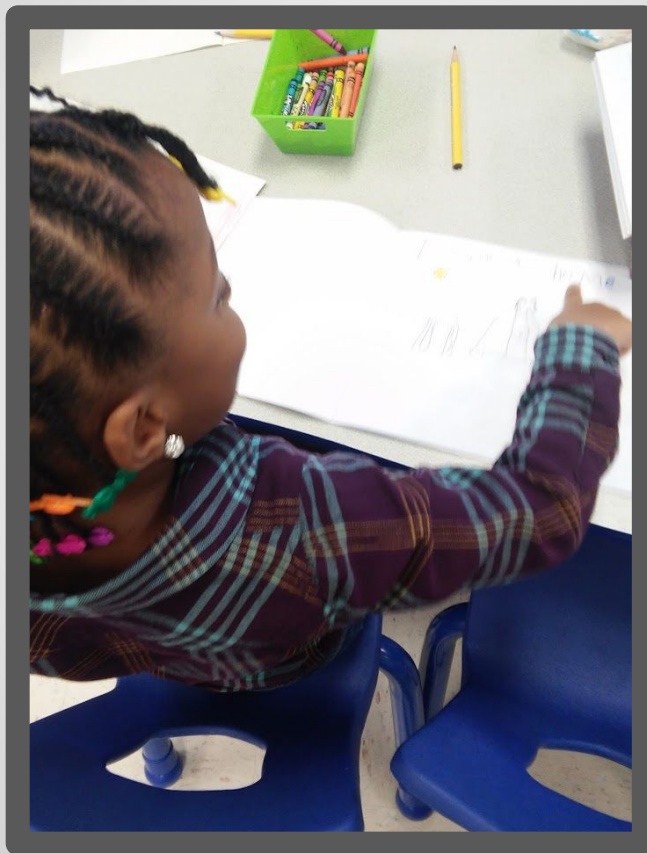
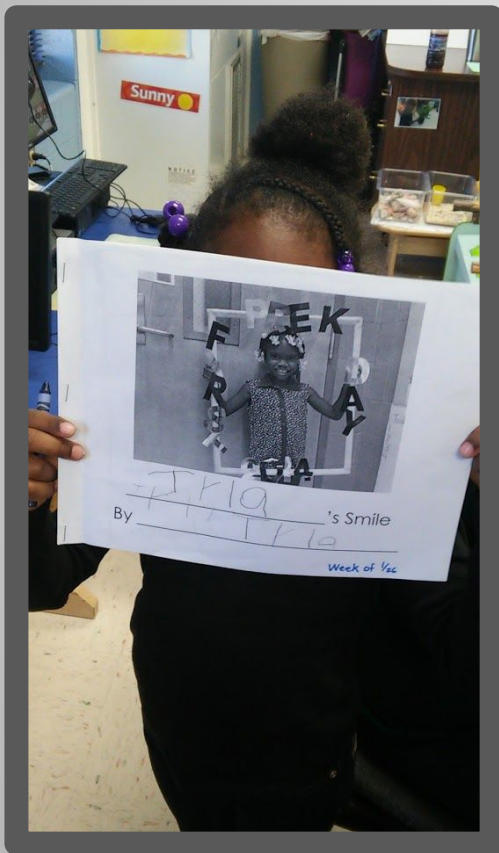


# Akwaaba



When you finally let go  
And you slay that solo

# Creating Books Featuring the Students



# **Class Books Featuring Students**



# It's Time for Lunch!



Written by Ms. S. Collins  
Featuring: The Scholars of Room 290

Eat, eat, eat.

Munch, munch, munch!

At Jackson Creek it's  
time for lunch.



Eat, eat, eat.  
Munch, munch,  
munch!  
It's time for Ivan to  
eat his lunch.



Eat, eat, eat.  
Munch, munch,  
munch!  
It's time for Rana  
to eat her lunch.



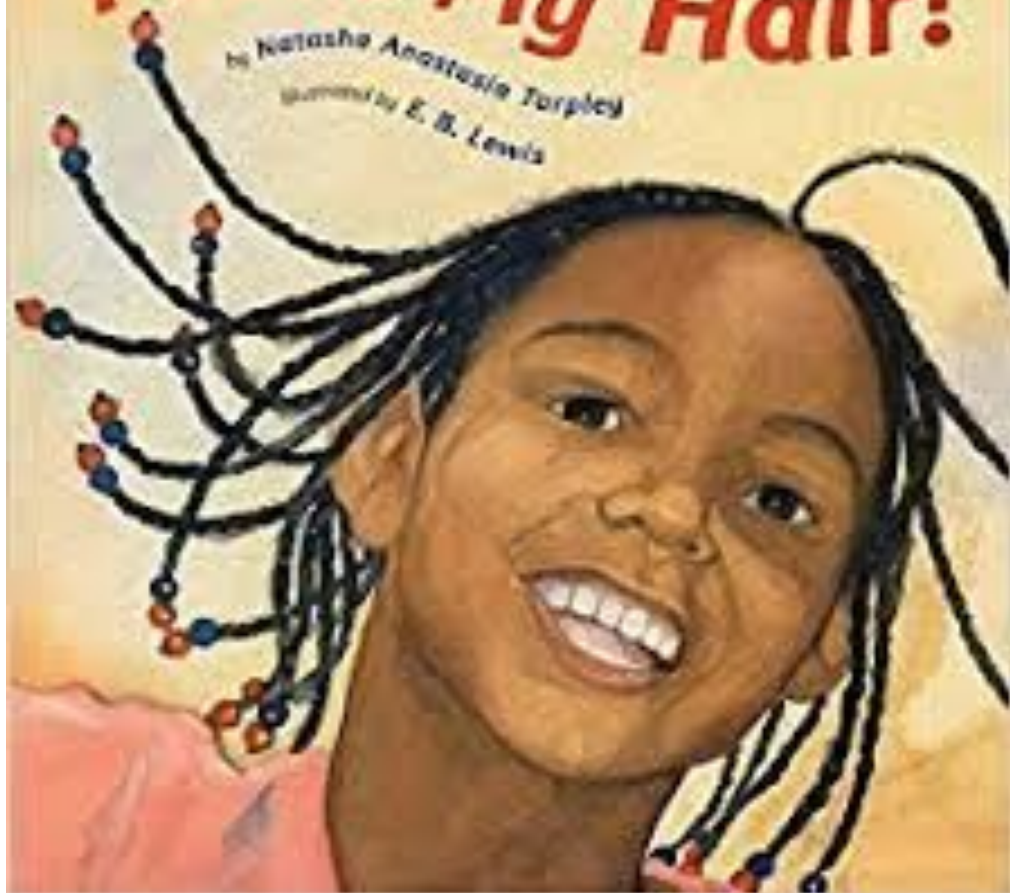
Eat, eat, eat.  
Munch, munch,  
munch!  
It's time for Alex to  
eat his lunch.



# ***I Love My Hair!***

by Natasha Anastasia Tarpley

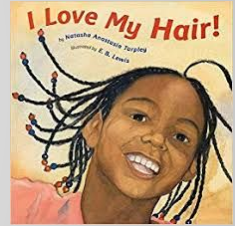
illustrated by E. B. Lewis





# We Love Our Hair!

Inspired by I Love My Hair by Natasha Tarpley



Written by Ms. S. Collins  
Featuring the Scholars of 290

I **love** my hair.  
You can see. My  
**short cut** looks  
very nice on me.



This is not the end. Turn the page to see my friend.

I **love** my hair.  
You can see. My  
**braid** looks very  
nice on me.



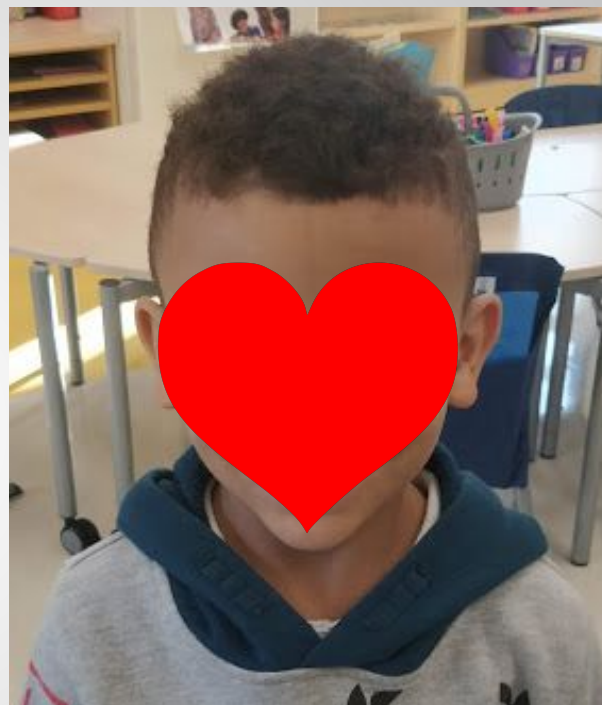
This is not the end. Turn the page to see my friend.

I **love** my hair.  
You can see. My  
**braided hair** looks  
very nice on me.



This is not the end. Turn the page to see my friend.

I **love** my hair.  
You can see. My  
**short hair** looks  
very nice on me.



This is not the end. Turn the page to see my friend.

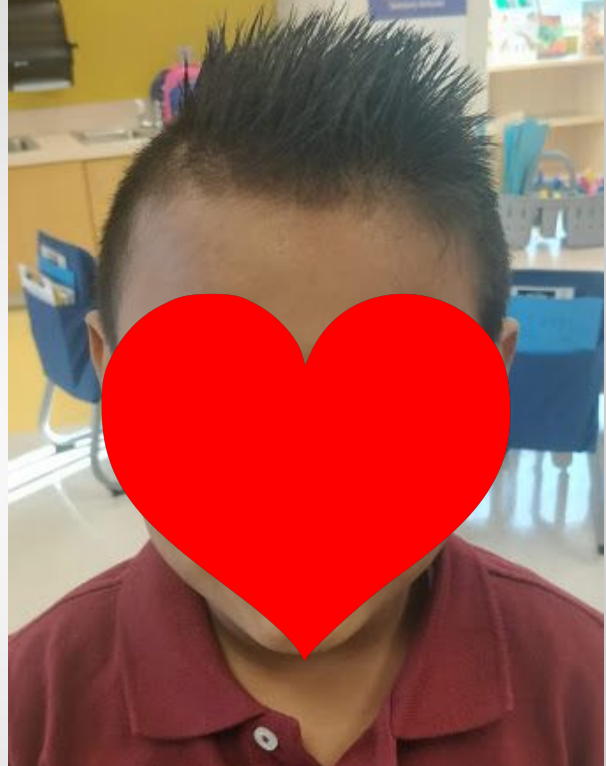
I **love** my hair.  
You can see. My  
**short hair** looks  
very nice on me.



This is not the end. Turn the page to see my friend.



I **love** my hair.  
You can see. My  
**mohawk** looks  
very nice on me.



This is not the end. Turn the page to see my friend.

I **love** my hair.  
You can see. My  
**short cut** looks  
very nice on me.



This is not the end. Turn the page to see my friend.

I **love** my hair.  
You can see. My  
braids and beads  
look very nice on  
me.



This is not the end. Turn the page to see my friend.

I **love** my hair.  
You can see. My  
twists and curls  
look very nice on  
me.



This **IS** the end. **We love our hair, me and my friends!**



# The Colors of Serena

Written by Ms. Collins

Do you know the colors  
of Serena?





Serena  
plays in a  
black outfit.

Play Serena  
play!

**And she yells, “Come on!”**



Serena plays  
in a white  
outfit.

Play Serena  
play!

**And she yells, “Come on!”**

Black, white, blue, green,  
yellow, orange, and red-

These are the colors of  
Serena.

# **Representing Our Lives Over Time**



- Added student and teacher birthdays and photos to the timeline.

*Explanation: It was important for our timeline to be anchored by the students so that they know that they are an important part of history.*

*(Student birthdays on the developed timeline)*



**6/18/2013**

**A'  
was born.**



WOMEN  
LEADING  
THE WAY

A portrait of Dolores Huerta, an elderly woman with dark hair, smiling. She is wearing a dark red patterned top and large gold earrings. The background is a vibrant collage of fresh produce, including green leafy vegetables in the foreground, yellow corn cobs, and various fruits like grapes and apples. The overall color scheme is warm, dominated by reds, oranges, and yellows.

# Dolores Huerta

Labor Activist





# Questions

Saudah N. T. Collins

[saudahncollins@gmail.com](mailto:saudahncollins@gmail.com)

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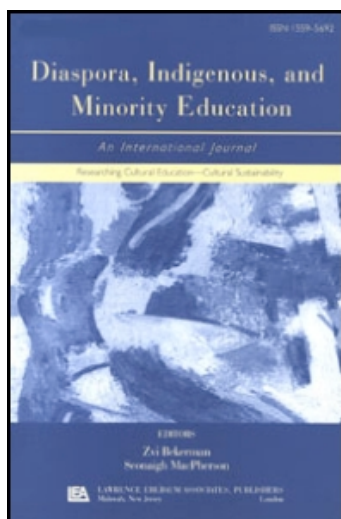
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## Diaspora, Indigenous, and Minority Education

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### The Power of Play and Language on Early Childhood Racial Identity in Three U.S. Schools

Mary E. Earick <sup>a</sup>

<sup>a</sup> Early Childhood Studies, Education Department, Plymouth State University, New Hampshire, USA

Online publication date: 05 April 2010

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# The Power of Play and Language on Early Childhood Racial Identity in Three U.S. Schools

Mary E. Earick

*Early Childhood Studies, Education Department  
Plymouth State University, New Hampshire*

This article includes 3 transformative action research case studies conducted in 3 geographically diverse locations—the Northeast, Southwest, and Southeast United States—with children between the ages of 4 and 7. The case studies that are the focus of this article were selected from studies collected between 1997 and 2007. The outcomes of each clearly identify issues signifying a relation among race, play, and language in both student-to-student and teacher-to-student discourse. Discussion includes how critical incident logs and language events transform White teacher identities and support self-reflection. The relations that exist among theory, practice, and academic achievement in the field of racial identity development are discussed, as is the role that play-based curriculum models can have on identity consistency in early childhood classrooms.

## PLAY THEORY

Historically, the play theory that was followed in early childhood classrooms in the United States focused on Eurocentric developmental theories that stress topographies that led to logical mental operations believed to be innate. Two of the most prominent theoretical perspectives consider play as social participation or play as cognitive assimilation. Parten's (1933) social participation theory focuses on a topography of social play relationships stressing that children move from non-social or unoccupied to cooperative social behavior that stress reciprocal and organized play frames. Piaget (1952) outlined how mental structures change from sensorimotor, to preoperational, to concrete operational, and finally to formal operations in adolescence. At each stage knowledge is assimilated, adapted, and accommodated. Piaget's theory proposed that play emerges from development rather than drives development.

Although each of these theories are widely accepted perspectives on development and play in the United States, they are limited by a narrow cultural lens focused on Western, middle-class, European perspectives (Hyun, 1998). A focus on play as developmental stages that can be mastered and, thus, measured has perhaps contributed to a devaluing of the role of play. In many early child programs, child-initiated play events are now an add-on to academics. Some children enter public full day kindergartens where they are limited to "choice times" of 30 min or less per

day and spend four to six times more minutes on direct instruction in math, literacy, and test preparation (Miller & Almon, 2009, p. 11).

## PLAY AND IN-GROUP MESSAGING

Peer culture theory has documented how in-group and out-group status is established, maintained, and used to exert power for privilege over those with lesser status in play events (Corsaro, 1985, 2003, 2005; Tellgren, 2004), including bullying (Trawick-Smith, 1988) or “cruel play” (Sutton-Smith & Kelly-Byrne, 1984). In-group messages communicate positive and negative associations through languages, images, and texts that have been associated with entire groups by race, causing prejudicial stereotyping (Earick, 2008; Steele, 1997). These stereotypes cause ideological conflict during play events in schools, creating status positions (Löfdahl, 2006). Merging peer culture theory with in-group messaging offers a critical constructivist perspective on the power that play and language can have on early childhood identity in school settings (Kincheloe, 2005).

Peer culture theory maintains that play is a process of cultural meaning-making enacted upon during play events. During these play events, peer cultures emerge that create communities with common interests, goals, values, and rituals. Rather than a topology of logical progressions, play is dynamic, diverse, and context-specific based on the needs and purposes of the participants (Opie & Opie, 1959, 1969). These cultures can be invisible to adults (Corsaro, 1985; Meckley, 1995), thus making the social outcomes of play an under utilized tool toward balanced in-group messaging. I have focused this study specifically on racial identity development, due to the racialized nature of the student achievement gap in the United States (Earick, 2008) while acknowledging the need to ultimately explore these same issues in relation to gender, sex, class, ethnicity, and abilities.

## LANGUAGE AND IDENTITY

Van Ausdale and Feagin (2001) found that the languages and ideas of race empower White children to set themselves apart as “better” than racialized others (p. 34).

In a typical U.S. school, White children progress through school strengthening their identities from the preferred status identity, not a racial deficit model, whereas children of color must work through White preference. It is within this context that children construct individual and group identities. One aspect of this sociocultural context is collective and interpretive reproduction theory (Corsaro, 2003, 2005). It recognizes that children are actors and constructors of socially mediated knowledge that, left unchallenged, will reproduce. Paul Connolly (1998) reported that children appropriate, rework, and reproduce discourses on race, gender, and sexuality in quite complex ways as they construct and socially mediate knowledge (p. 187). This places identity construction within a framework that examines language acquisition and concept formation through discourse.

According to Vygotsky (1978), human construction and learning occur as a result of an individual’s interaction with society, both taking place in and informed by a particular cultural context. Individuals make sense of their world through dialogue and direct applications of solutions in their (cultural) environment, leading to socially constructed and contextually bound knowledge. For young children, this context is heavily informed by school culture and the formal and informal

play events they experience with teachers and peers. This knowledge also becomes the nexus from which identities are constructed or deconstructed.

Van Ausdale and Feagin (2001) found a social and cultural structure of racialized languages, concepts, practices, and role expectations within which young children operate when making sense of their racial roles. These roles are the mechanisms through which young children in schools learn and use ideas about race and ethnicity that become embedded in their everyday language and practice of identities, most commonly during their play. Racial identities (as well as gendered, differently labeled, and linguistic) are made concrete and normalized through privileges and disadvantages. These norms are then perceived as truths by the adults and peers in the school, and internalized and embodied by the students through privileged positions and situational threats. Van Ausdale and Feagin concluded that when the nature of everyday discourse and practice is laden with racial or ethnic meanings, children, too, will make much practical use of that discourse (p. 198). Steele (1997) explained that it is a situational threat in the air that, in general form, can affect the members of any group about whom a negative stereotype exists.

Vygotsky (1986) suggested that analysis of the interaction of thought and word must begin with an investigation of the different phases and planes a thought transverses before it is embodied in words (p. 218). In other words, we are seeking out the sociocultural history of a particular thought to understand the relation between semantics and event knowledge, clearly communicating a deep and intimate relation among language, thought, and identity. Foucault (1997) expanded this work when he discussed the history of systems of thought that create norms in society that are then embodied by the participants. These norms or functional embodiments are used automatically, unconsciously, and without noticeable effort (Lakoff, 1987). Metaphors allow an individual or group to communicate ideas, which are not known or understood, to another individual or group. Values embedded within a culture are, therefore, embedded within the metaphors they construct and use because cultural understanding underlies metaphor usage (Quinn, 1991).

Language exchanges between young children and their adult world are important because adults are passing on language that is context-specific, dependent on the schooling and sociocultural experiences they have had during their lives. How the adults in their environment identify themselves and others will become part of the complexes that will lead to concept formation in children. The pervasiveness of a negative association, coupled with the word *Black*, and positive associations, coupled with the word *White*, is embedded in our everyday language and demonstrated by the seemingly innocent act of looking up definitions of *Black* and *White* in a dictionary—something teachers do regularly in the classroom. A child looking for meaning for a term associated with their race will find “black magic,” defined as a connection with the supernatural and, especially, the devil; versus “white magic,” defined as not meaning to cause harm. These associations have the potential to support racial stereotypes that over-privilege Whites and disadvantage Blacks.<sup>1</sup>

## METHOD

In each case study documented and referred to in this article, the teacher and or researcher described language events, critical incidents, and student academic outcomes of one focus child per classroom over an 8-week period. Critical incident theory, first applied and studied in counseling

<sup>1</sup>See the *Merriam-Webster Online Dictionary* at <http://www.m-w.com/home.htm>

and psychotherapy, documents the “identification of turning points” in one’s thinking and the analysis of what changed this thinking (Heppner & Roehlke, 1984, p. 77). In recent years, critical incident theory has been also applied and documented in both counselor racial and cultural awareness (Collins & Pieterse, 2007) and teacher education (Farrell, 2004; Tripp, 1994). This identification process prompted documentation and self-reflection to adhere to specific protocols or guidelines (i.e., turning points). Focus children were chosen when a critical event caused distress to the teacher.

Each language event and critical incident was coded by the in-group messages (Earick, 2008) communicated to the students and related to academic outcomes. Teachers planned interventions from readings on racial identity development and in-group messaging. Case studies were grounded in critical action research, concerned equally with changing individuals, the culture of the groups, institutions, and societies to which they belong (Kemmis & McTaggart, 1995, p. 16). It is defined as a systematic form of ideological self-reflective inquiry by participants, with the specific intention of increasing their understanding of how they manifest their hegemonic ideologies in their classrooms (Earick, 2008, p. 143). The research was conducted by communicating a predetermined goal to change outcomes for identified children through self-reflection and analysis of documented artifacts that challenged perceptions of how the case study teachers interacted and supported student learning.

Each case study was conducted by a White, middle-class, monolingual teacher, with 10 to 19 years of teaching experience at the time of the studies. Each case focused on children that self-identified as Black or African American in urban public school settings. In addition, all teachers contributed to the final institutional review board submission at their home university.

Weick (1968) identified four focus areas for language events: nonverbal behavior, special behavior, extralinguistic behavior, and linguistic behavior. Teachers and the researcher focused on linguistic behavior in the form of metaphor usage and sociopolitical levels of discourse in each teacher’s classroom. In the first case study, the researcher applied the interview guide approach post collection to “The White Knight” journal entries when the data was revisited and reevaluated in 2001. The interview guide approach was then used as the model for subsequent transformative action research case studies. Following this model, each case study teacher reported (a) the context of the event observed, (b) the change in one’s thinking, and (c) the critical incident in this event that caused the change in thinking at least six times over the 8 weeks. The interview guide approach (Johnson & Christensen, 2000) prompted teachers to situate their experiences and responses in specific settings—their classrooms. Critical incidents were documented over a 2-month period. These logs were then coded by positive and negative in-group messaging (Earick, 2008) and compared to pre- and post-student outcomes as a tool of analysis.

## FINDINGS

### Case Study 1: “The White Knight: Friends in King Arthur’s Court”

“The White Knight” was the first case study I conducted in 1997 on an interracial friendship between a White<sup>2</sup>, economically privileged, 5-year-old boy (John) and a Black, economically

<sup>2</sup>All participants self-identified by race during these studies, and all data in this document reflect those reports.

disprivileged, 5-year-old boy (Malcolm) in an urban, Northeast school. The following events between John and Malcolm emerged in the dramatic play area of our kindergarten classroom and ended in a student-led problem-solving meeting. Critical incident observation logs were shared with each child's family and deemed accurate. These family members were dedicated and knowledgeable, and checked case observations and analysis as each child's progress was monitored in the classroom:

John and Malcolm were beginning their day in drama—a pattern they had fallen into and enjoyed. They entered kindergarten not knowing each other, they both reading simple texts, and took great pride in writing. They were drawn to each other and soon became fast friends. They were avid readers and shared a love and fascination for King Arthur and knights. Each was taking on character roles when they disagreed on who would be the “Black Knight.” John thought it should be Malcolm, by default, since he was Black. Malcolm emphatically stated, “I don’t want to be the Black Knight, he’s bad!”

Each of the young boys believed their position was important enough to defend, and I, as an educator, knew it was my responsibility to assist them as they deconstructed this metaphor and moved toward a new concept of what the Black Knight constituted. We held a class meeting. Each boy stated his position, requested comments or questions, clarified issues of concern to the class, and finally came to a conclusion. It was agreed that the Black Knight “didn’t have to be bad” and that whoever decided to take on a role would be in charge of telling the group “who they were and how they play.” As the year progressed, Malcolm became withdrawn, his gaze was increasingly focused on the speckled gray and white school-issued tiles in our room, and he played less and less with any of his friends.

John was particularly upset, moving from anger, to concern, to anger. As I looked for ways to support Malcolm, ancillary staff gave their opinions. The social worker believed he needed a battery of social and emotional tests (sets), the nurse thought we should make sure he was not being abused, and our principal suggested I get tougher and remove privileges from Malcolm for not participating in organized social and academic events. I, on the other hand, knew Malcolm. I had seen his love of learning, his enthusiasm when interacting with friends and knew somehow this was an outcome of his knight play with John. Finally K-7 [kindergarten–Grade 7] took this issue on, a moment I can never forget.

John raised his hand into the air, without a word, searching for others to see his call for a meeting; slowly, children looked up and answered his request by raising their hands into the air, and began moving toward our meeting rug. I, in turn, took my place in our circle. John, as the initiator of the meeting, began, “I have called this meeting because I miss my friend, Malcolm, and I want him back. Malcolm, what’s wrong?” Malcolm looked around the circle and hands began to pop up; each child wanted to make a suggestion or comment concerning their friend’s behavior. Malcolm pointed to Aiden: “I think the sadness has taken you.” Malcolm nodded his head and looked at Aiden for over 1 min and then decided on his second and final collaborator. He chose Lashaye: “When I am sad I tell my Mom, maybe you need to talk to your Mom.” Malcolm looked at Lashaye and also nodded his head. It was not time for Malcolm to either accept suggestions from his collaborators or make a comment of his own; he chose to share his feelings with K-7: “I am sad, and the sadness makes me not want to play or work with anyone; look, look at our classroom; nothing here looks like me! All those books in our library and the only pictures of kids like me are bad, are Black Knights!” I was stunned. I could not move, and neither could the classmates. Lashaye took over the meeting: “Okay, Malcolm, so what should we do about this?” A tear rolled down my cheek, and Lashaye completed our meeting process by not allowing us to end without an agenda to solve our problem. I quickly took my marker and began documenting their suggestions:

Ask Ms. V [our library media specialist] if we have books that look like Malcolm; oh yeah, and Black Knights can be good, if they want to—get a book with a good Black Knight. Tell Miss Mary to buy books that look like Malcolm, Ok Miss Mary? [I nodded.] Take pictures of Malcolm and put them all over the classroom.

After the third suggestion, Lashaye called our meeting to an end. We spent the rest of the week meeting with our librarian, ordering new books, making books with photographs of all of K–7 students, and I began researching how racial identities in early childhood develop.

*Discussion of Case Study 1.* I realized after these events that I was directly contributing to the negative in-group messaging and situational threat of “Black is bad” through the literature I used in my classroom and my lack of understanding of how identity consistency occurs in early childhood. Malcolm entered kindergarten reading and writing on a first-grade reading level. On the first day of school, he announced, “This place is going to [be] boring, there is nothing on your agenda!” (referring to the standard chart paper and stand seen in all early childhood rooms with 1 word for the incoming children—*AGENDA*). He took a leadership role in class meetings, work sessions called “teacher workshops,” as well as student lead workshops. Malcolm was testing in the top 5% of his class. Three months into the school year, the aforementioned critical incident occurred and, as documented, Malcolm became withdrawn, despondent, and no longer engaged in any teacher or student workshop sessions. Administrators were pressuring me to conduct socio-emotional testing, convinced that Malcolm was experiencing stress outside of school that needed to be addressed. I was encouraged by my administration to discuss possible retention with his mother.

Malcolm and John were engaged daily in what some teachers would simply refer to as cooperative play (Parten, 1933); yet, as we see from the critical incident logs, they were making meaning of a culture where prejudicial (Sutton-Smith, Kelly-Bryne, K. (1984a); Van Ausdale & Feagin, 2001) attitudes were being normalized around Whiteness as being good, pure, and just, whereas Blackness was evil and bad, as seen in their Black Knight play and discourse. Without linking student discourse to the play event through intentional and well-documented logs, this play culture could have been invisible (Corsaro, 1985; Meckley, 1995; Scales, 1996).

Without the intervention of a class meeting and subsequent agenda items, Malcolm would have continued to become withdrawn, and a positive complex would have been attached to the White Knight, contributing to a race-positive pseudo-complex formation. Whereas a negative complex would have been attached to the Black Knight, contributing to a race-negative pseudo-complex formation. This had the potential to affect how John and Malcolm viewed themselves racially, due to the fact that the social climate in the classroom, if intervention had not occurred, would have supported the conceptual metaphors “White is good” and “Black is bad,” informing a situational threat that could affect all boys who self-identified with Malcolm.

*Student outcome.* After the class meeting occurred and our agenda was set, Malcolm engaged in all teacher and student workshops and exited kindergarten performing on school assessments in the top 5% of his class.

### Case Study 2: “Getting Pretty”

“Getting Pretty” was the second case study conducted in 2005 with an inquiry group of six teachers, who all participated as critical friends and co-researchers, and where critical incidents



and language events were shared and discussed. Shasta was beginning to disconnect from her friends. She entered school excited, energetic, and with a desire to make friends, especially with the girls in her preschool classroom. Shasta was one of only two children who self-identified as both Black and African American in Trish's preschool class. Although Trish had experience with children who spoke a second language—working in an urban, Southwest school—she communicated that she had limited experience with Black or African American families. Critical incident observation logs were shared with the inquiry group and deemed accurate. These inquiry group members were dedicated and knowledgeable teaching teams in each classroom, who member-checked case observations and analyses as each child's progress was monitored in the classroom

Trish, a White preschool teacher, discussed how three young girls would meet each morning and critique each others' hairstyles—the straighter the better, and noses—the smaller the better. Trish found one student, Shasta, pulling and tugging at her shoulder-length curls. When she asked Shasta what she was doing, Shasta looked up into Trish's eyes with great seriousness and replied, "Getting pretty! You know ... ." However, Trish did not understand what Shasta was hinting at, and decided to share this incident with her colleagues and me. Our group decided that we would apply a strategy to support positive in-group messaging to Shasta—the reading of racially authentic literature. Trish was "cool" with the idea, but wanted to make an effort to support Shasta. She decided to read poems by Eloise Greenfield (1986) from her book, *Honey I Love*.

The children laughed and giggled as Trish read the poems, and soon they began to discuss what they loved. On one particular morning, Shasta shouted, "I l-oooo-ve the pictures!" Trish was a bit surprised because she felt the illustrations were secondary to the poems. She asked Shasta why she loved the pictures, and she received the following response: "Because they look like me. Look at her hair and look at her nose; it is just like mine." The two girls who would meet with Shasta each morning to critique hairstyles and noses turned to Shasta and said, "Ooooooh, I wish I looked like Eloise Greenfield too." Shasta smiled wide and long, and Trish said she just about glowed.

**Discussion of Case Study 2.** Trish realized that her students' notions were steeped in race. Her students were creating norms of what was pretty, based on racial features in the classroom, privileging White and light-skinned children. The reaction of her students amazed her, and she recognized that she had ignored these events because they had made her uncomfortable as a White woman. She communicated to the group that she did not believe children saw race at this age—that it was an "adult" notion—but she now saw, as she observed her students, that the research she was reading on racial identity was, in fact, true. Over the course of 1 year, she added to her racially authentic literature and said she could never teach any other way again. She explained that her students became more intrigued by diversity and less with conformity, and that she became comfortable discussing diversity not only from gender and language perspectives, but also racial perspectives.

Shasta and her peers were engaged daily in "play talk" (Garvey, 1993)—a well-documented play frame young girls engage in and often use to make meaning in their lives. Corsaro (1985) documented patterns of play talk that create a culture of inclusion and, conversely, exclusion that can have long-term effects on how children engage in school settings (Kemple, 1991; Moore, 1967). Shasta became disengaged from her friends when Trish began her critical incidents, was disruptive at circle time activities, and did not want to participate in story circles. Trish believed Shasta was too immature to move on to kindergarten, and was beginning discussions on possible retention with Shasta's parents.

Without the intervention of racially authentic literature, Observation, and reflection from Trish on the subsequent play events in her class, Shasta would have continued to become withdrawn, and a positive complex would have been attached to the notion that “White is pretty,” contributing to a race-positive pseudo-complex formation, whereas a negative complex would have been attached to the notion that “Black is not pretty,” contributing to a race-negative pseudo-complex formation. This had the potential to affect how Shasta and her White peers viewed themselves racially, due to the fact that the social climate in the classroom, if intervention had not occurred, would have supported the conceptual metaphors “White is pretty” and “Black is not pretty,” informing a situational threat that could affect all girls who self-identified with Shasta.

*Student outcome.* Shasta re-engaged with her peers, who expanded their view of what was pretty to include features of racially diverse children. Shasta attended circle time and engaged in all teacher-led learning engagements. Shasta passed all prescreening assessments to enter kindergarten, identified by the district as “ready.”

### Case Study 3: “She Steals”

“She Steals” was the third case study that was conducted with an inquiry group of four teachers in 2007, where teachers participated as critical friends and co-researchers as critical incidents and language events were shared and discussed. Karen was viewed as problematic in school; she was regularly admonished for stealing candy from the treat jar, disrupting group times, not being prepared for school, missing assignments and handing in messy and unkempt assignments. She would not engage in literacy invitations, and was viewed as a definite “retention” in Ms. Amy’s Southeast, first-grade classroom. Karen entered first grade with a history of a challenging home life and little parental support. Peers selected to not invite Karen into play events during unstructured choice times in classroom centers. Karen typically chose to spend her choice times with board games, puzzles, and pattern blocks—always alone. Critical incident observation logs were shared with the inquiry group and deemed accurate. These inquiry group members were dedicated and knowledgeable teaching colleagues in each school, who regularly visited and observed in each other’s classrooms:

Ms. Amy said, “I picked Karen because she steals. I am so worried for her. She has no home life, and her mother is a mess! Her family doesn’t care. She comes to school unprepared, her [home]work has coffee stains, is often torn, and [is] just plain dirty.” Amy was dedicated, well-trained, nationally board certified, self-reflective, and accepted that children are indeed affected by society when it comes to race. In fact, she was concerned about how the White children were viewing Karen because she was Black. Ms. Amy regularly had conversations with Karen on what is right and wrong, how to ask her family to help her with homework, and how to find a quiet spot to do work. On one occasion, I shared with Amy that I had sent homework to school for my twins with coffee stains: “[I] wonder what the teacher thinks of me!” She laughed, but also engaged in reflective thought. She replied, “You? But you are a professor.” I nodded and explained that, at times, I became so overwhelmed and consumed with grading or issues my students were dealing with that I did homework with [my twins], coffee in hand; and, at times, some peanut butter from one twin’s sandwich made its way onto his bothers homework. “Mmmmm,” she said, “In my home, everything stopped for dinner. Mom, Dad, [we] all sat together, talked and then, after dinner, it was time to do homework and everything focused on doing that for the evening.” I shared that when I grew up, my

Mom raised four kids alone; we were in charge of getting dinner on the table and doing homework. Another teacher added, "Makes you wonder what it is like to not have the privilege of time."

The following week, Amy shared, "I told Karen, 'You need to tell your mother that you need a quiet, clean place to do your homework', but she said granddad makes her dinner and has his coffee when he helps. I just realized why there are coffee stains on her work when she brings it in. As Amy discussed how unorganized and prepared Karen was, her colleagues shared ideas: "Perhaps you can give her the materials, but in a way where the other children don't know you are doing it, so she does not feel she is being targeted as 'poor'." Amy reflected for the week and then came up with her plan. She knew that Karen's Mom had not had good experiences with the school, typically being called for problems, so she asked for ideas to give her positive messages. She also said she would set up all the materials in the back of her room and let all the kids know that if they needed materials for their homework, all were welcome to take what they needed. She laughed and said, "Probably opening a floodgate!" To her surprise, very little of the materials were taken home by the children.

However, all of a sudden, Karen was bringing in much neater homework, and would smile at Ms. Amy as she handed it in. Amy took this opportunity to write a note on a progress report thanking Karen's Mom for working so hard with Karen and letting her know it was really impacting her ability to get things done in the class. Amy was amazed one morning when Karen's Mom appeared at her door and said, "I just wanted to let you know we are working!" The next week Karen came in with a vase and plastic rose as a present for Amy, and produced a pair of sunglasses for Amy so she would look pretty outside. Amy laughed because she thought they came from a relative, but did not refer to this as "stealing" as she had in the past. She simply said, "Well, I can ask [your] Mom next time I see her, but I will make sure I wear them until then." Our final meeting session produced a key incident. Karen's Mom called as we were meeting, and Amy said, "Oh I better take this." As she put down the receiver, she shared, "[Karen's] Mom called and is sending in pictures from the wedding this weekend. ... Oh, did I tell you Karen was in her Auntie's wedding this weekend?" Amy smiled, sat down, and said, "Well, there are all kinds of families, and that's good! I am going to really miss Karen next year."

*Discussion of Case Study 3.* Ms. Amy realized that her preconceived notions of what a "good" family was were based on her White, middle-class upbringing, and that she was defining Karen's identity based on her image of social norms. She also communicated a need to be vigilant and not fall back into comfortable patterns. Without Ms. Amy's intervention of changing her language patterns and beliefs around what a good family was, Karen would have continued to appear disruptive and non-participatory in academic invitations, and a negative complex would have been attached to the notion that "poor Blacks steal," contributing to a race-negative pseudo-complex formation. This had the potential to affect how Karen and her classmates viewed themselves racially and economically, due to the fact that the social climate in the classroom, if intervention had not occurred, would have supported the conceptual metaphor "poor Blacks steal," informing a situational threat that could affect all girls who self-identified with Karen.

*Student outcome.* Karen no longer made herself "inaccessible" (Skånfors, Löfdahl, & Hägglund, 2009) during choice time by reading books or playing games alone. She participated in all literacy invitations, presented her work with confidence to her peers, and was regularly invited by peers to participate in choice-time play events. Karen was identified as having model literacy skills, and a request was made to her family to have her filmed for district training and professional development sessions. Her family proudly gave their permission for Karen to be filmed (see Table 1).

TABLE 1  
Play-Based Language Event: In-Group Messages by Race

Case	Language Event	WhiteChild	African American Child
		IGM	IGM
Critical incident log collection: Week 1			
1	I don't want to be the Black Knight!	N	—
2	I am getting pretty. (straight hair and straight nose)	+	—
3	I didn't take the candy! (child of color's response during center time)	N	—
Total		1+, 2N	3—
Critical incident log collection: Week 4			
1	White Knights are good.	+	—
2	Straight hair and straight noses are pretty.	+	—
3	I didn't take the pencil! (child of color's response during center time)	N	—
Total		2+, 1N	3—
Critical incident log collection: Week 7			
1	I am sad, and the sadness makes me not want to play or work; look, look; nothing here looks like me.	N	—
2	I want to be pretty like you. (White child)	+	—
3	You need to tell your mother that you need a quiet, clean place to do your homework. (teacher response to child of color's homework with peanut butter and coffee stains)	N	—
Total		1+, 2N	3—
Critical incident log collection: Post intervention			
1	You (White child to teacher) need to make books that look like Malcolm (child of color).	N <sup>a</sup>	+
2	Ooooooh, I wish I looked like Eloise Greenfield too.	N	+
3	Mom called and is sending in pictures from the wedding this weekend! (teacher to child of color during center time)	N <sup>a</sup>	+
Total		2N <sup>a</sup> , 1N	3+

Note. Race was determined by family and child self-identification. In-group Message (IGM) = xxxxx; Neutral (N) = xxxxx; + = positive message; — = negative message.

<sup>a</sup>In post analysis, a new code emerged: Neutral IGM with Social Action.

Metaphor in each of these cases had the power to support racial stereotype threats and normalize thinking, serving as examples of how prevalent and embedded negative, raced-based metaphors are in society. Teachers and student peers engage in discourse in both formal teaching and informal play events in school. These conversations informed the generalizations in the classroom that created the categories that informed concepts the children believed to be true, and these concepts became the socialized norms within the group. When we listen to the language applied and exchanged in classrooms, these norms become official knowledge communicated through conceptual metaphors, rarely challenged and simply accepted as truth (see Figure 1).

Vygotsky (1986) explained that the use of language by adults delivers word meanings to children through conversations, and it is through these verbal communications that adults

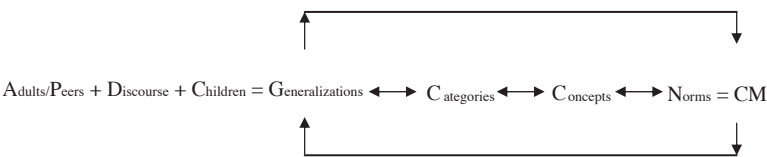


FIGURE 1 The embodiment of conceptual metaphor in language.

Note. Conceptual Metaphor (CM) = Source: Earick (2004).

are able to predetermine the path of the development of a child’s generalizations to its final destination—a fully formed concept. Generalizations and categories are determined when children form complexes. Bonds are concrete and factual and discovered by the learner through direct or scientifically developed experience (pp. 120–123). The bridge between complexes and concept formation is the pseudo-concept. This exemplifies how language acquired in schools through interactions with adults and experienced peers creates concepts that become thoughts acted upon in their developing identities. These concepts become norms communicated through conceptual metaphors (see Table 2).

TABLE 2  
Play-Based Conceptual Metaphor: In-Group Messages With and Without Intervention by Race

Case	Generalization	Norm	Conceptual Metaphor	Intervention	WithoutIGM	WithIGM
White						
1	White Knight is good.	Want to be White	White is good.	Racially authentic literature	+	N <sup>a</sup>
2	Straight hair and straight noses are pretty.	Want to be White	White is pretty.	Racially authentic literature	+	N <sup>a</sup>
3	Karen’s parents do not take care of her, and she does not know right from wrong.	Karen steals	Poor Black kids steal.	Give supplies, get to know family—Funds of knowledge	N	N
Total					2+, 1N	2N <sup>a</sup> , 1N
African American						
1	Back Knight is bad.	Want to be White	Black is bad.	Racially authentic literature	–	+
2	Straight hair and straight noses are pretty.	Want to be White	Black is not pretty.	Racially authentic literature	–	+
3	When I take things I need, I am stealing.	I steal	I am bad.	Give supplies, get to know family—Funds of knowledge	–	+
Total					3–	3+

Note. Race was determined by family and child self-identification. In-group Message (IGM) = xxxxx; Neutral (N) = xxxxx; + = positive message; – = negative message.

<sup>a</sup>In post analysis, a new code emerged: Neutral IGM with Social Action.

## IMPLICATIONS

Critical incidents and the coding of teacher and student language events led to the identification of language events by teachers that were delivering negative in-group messages. Interventions grounded in the delivery of positive in-group messages changed teacher beliefs around student identities, which directly impacted student academic and social performance in each class. In all three case studies, experienced, White, middle-class teachers identified their lack of knowledge or resistance to believing identity theory around racial identity.

Each of the case study teachers insisted that she did not want to be viewed as racist. Although each had each graduated from an accredited teacher preparation program, and understanding of multicultural education is required in the coursework of accredited programs in the United States, none could remember having specific discussions on race in their teacher preparation courses. The teachers had no specific memories of coursework to prepare them to understand how identities form in early childhood or that this information was of any importance. Of course, this could be due to faulty memory, as well as to shortcomings in their teacher preparation, but all agreed that the case study coding and reviewing of the patterns of in-group messages communicated in their classrooms made them face the role race can play in identity formation. They also came to understand that, during play, children are creating cultural identities; and each concluded that she was convinced to look seriously at both structured play, such as in-class free-choice times; as well as unstructured events, such as outdoor recess.

Conceptual metaphors have the potential to lead to situational threats when associated with patterns of negative in-group messaging. In each case study, negative patterns of in-group messages were consistently associated with children of color, whereas positive patterns were associated with White children (see Table 3).

In addition, when patterns of in-group messaging for children of color were reframed to a positive stance, all students of color demonstrated increased academic and social outcomes. All our children of color, who self-identified as Black or African American, received negative in-group messages pre-intervention when their White peers only received positive in-group messages pre-intervention. During the pre-intervention period, students were considered one or more of the following: targeted for school retention; and identified as disruptive, withdrawn, or being a low academic performer.

TABLE 3  
Play-Based In-Group Messaging Totals From Language Events and Interventions by Race

Case	African American		White	
	Pre-InterventionIGM	Post-InterventionIGM	Pre-InterventionIGM	Post-InterventionIGM
1	4–	2+	2+, 2N	2N <sup>a</sup>
2	4–	2+	4+	1N <sup>a</sup> , 1N
3	4–	2+	4N	1N <sup>a</sup> , 1N
Total	12–	6+	6+, 4N	4N <sup>a</sup> , 2N

*Note.* Race was determined by family and child self-identification. In-group Message (IGM) = xxxxx; Neutral (N) = xxxxx; + = positive message; – = negative message.

<sup>a</sup>In post analysis, a new code emerged: Neutral IGM with Social Action.



All children of color, who self-identified as Black or African American, received positive in-group messages post intervention. During the post-intervention period, case study students were passed on to the next school level, identified as prosocial, and being high academic performers for their age group.

Conceptual metaphors and in-group messages work as language projects that produce psychological and physical outcomes in the form of situational threats our children then embody. The conceptual metaphors “Black is bad,” “Black is not pretty,” and “poor Black kids steal,” outlined in Table 3, exemplify the embedded messages that inform situational threats that children are exposed to during the sensitive stage of race consistency, which impacts their racial identity construction or deconstruction. Young children need exposure to alternative metaphors that embed positive and egalitarian views of their race and promote positions of power fostering positive in-group messages.

## CONCLUSION

Teachers have the potential to use language and discourse in strategic ways to fairly and equally support students through the construction of positive in-group messages and affirming identities both in formal and informal play events. Teachers in these case studies were able to interrupt or reframe play events that were supporting situational threats for students of color, and decrease the negative in-group messaging communicated to children of color. They became aware of critical incidents and situational threats. They used class meetings and racially balanced, racially authentic instruction materials.

After analyzing 10 years of two datasets from the Department of Education’s National Center for Educational Statistics, in the United States, Judith Blau (2003) concluded that the best, single indicator of children’s vulnerability (in school) is the color of their skin, with Whites being the criterion group for all measures of success (p. 203). This is further supported by research that documents that teachers hold lower expectations for students of color and higher expectations for White students (Murray & Jackson, 1999).

The power communicated through play events as supported through discourse informs student identities, adding to collective thinking. This thinking either works toward positive or negative in-group identity messages. The case studies reported here support Kendrick’s (2005) findings that systematic examinations of children’s play narratives influence literacy learning and self-construction in early childhood. The construction of positive and equitable identities during both teacher support and student-directed play is a precursor to academic and social success and, therefore, must become an integral part of teacher preparation programs in higher education. For teachers, their role in play-based curriculums can be one of deep observation and interruption of cycles of stereotype threat as mentors and actors in play events.

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## **Acknowledgements and Accomplishments – FY 2020-21**

### **Acknowledgements**

The Child Care Planning Committee (Planning Committee) – Los Angeles County's local child care and development planning council comprised of parents/consumers, early educators, community-based and public agency representatives, child care resource and referral agencies, higher education, and Board of Supervisor appointees – serves as a forum to attend to issues relating to access, quality, workforce, and parent and community engagement designed to inform systems and policies that impact the early care and education system. In addition to its monthly meetings, much of the Planning Committee's work is accomplished by committees and work groups made up of members, alternates, and community stakeholders. The Office for the Advancement of Early Care and Education and Planning Committee leadership expresses deep gratitude for the collective wisdom and steadfast contributions to the work throughout this past year, confronting the challenges of the COVID-19 with resilience and strength and engaging in thoughtful, intentional conversations on race and racial justice. Thank you!

Julie Taren, Chair  
Ernesto Saldaña, Vice Chair

### ***Committees***

The following is a listing of the work groups, task forces and committees that conducted much of the work of the Planning Committee including ensuring contractual mandates were met, elevating public policy priorities, and addressing the professional development of the workforce.

#### ***Access and Inclusion Work Group***

Alejandra Berrio, Hope Street Family Center/Parent, Co-chair\*  
LaRae Cantley, Community Voices/Parent\*  
Fran Chasen, Southern CA Chapter – CA Association for the Education of Young Children\*  
Cathy Coddington, Vital Research/Parent\*  
Osvaldo Colvin, LACOE\*  
Jessa Costanza, WeeCare\*  
Crystal Jones, Jones Family Child Care/Parent, Co-chair\*  
Kelly O'Connell, Supervisorial District 1\*  
Ariana Oliva, Unite-LA, Co-chair\*  
Cherise Roper, Los Angeles Unified School District/Early Childhood Education Division\*  
Julie Taren, Supervisorial District 3\*  
Veronica Torres, Child360\*  
Cecelia Urrea, Special Education Consultant\*

#### ***Governance Work Group***

La Tanga Hardy, Los Angeles Trade-Technical College\*  
Nicole Lopez, Little Tokyo Service Center, Co-chair\*  
Dianne Philibosian, Supervisorial District 5\*  
Nellie Ríos-Parra, Lennox School District/Parent\*  
JoAnn Shalhoub-Mejia, CA Federation of Family Child Care, Co-chair\*

*Joint Committee on Legislation*

Robert Beck, Los Angeles County Department of Public Social Services\*  
Justin Blakeley, Crystal Stairs, Inc.  
Fran Chasen, Policy Roundtable for Child Care and Development  
Jessica Guerra, Child Care Alliance of Los Angeles  
Rosa Macias, Los Angeles County Office of Education/Head Start and Early Learning Division  
Patrick McFarlane, Child Care Resource Center  
Colleen Pagter, Policy Roundtable for Child Care and Development  
Nurhan Pirim, Policy Roundtable for Child Care and Development  
Ashley Potillo, Child360  
Joyce Robinson, Opportunities Exchange  
Kathy Schreiner, ECE Advocate\*  
JoAnn Shalhoub-Mejia, CA Federation of Family Child Care\*  
Sarah Soriano, Supervisorial District 4\*  
Dean Tagawa, Co-chair on behalf of the Policy Roundtable for Child Care and Development  
Lisa Wilkin, Co-chair on behalf of the Child Care Planning Committee\*

*Workforce Pathways LA – Joint Committee on Workforce Systems Improvement*

Norma Amezcua, Mexican American Opportunity Foundation\*  
Regina Angelo Tarango, So. CA Chapter – CA Association for the Education of Young Children  
LaShawn Brinson, PEACH  
Lisa Cain-Chang, Child Educational Center\*  
Yolanda Carlos, Pacific Oaks College\*  
Eileen Carrillo Lau, Pomona Unified School District\*  
Jessa Costanza, WeeCare\*  
Kevin Dieterle, First 5 LA, Co-chair of the Narrative Sub-committee\*  
Katie Fallin Kenyon, Kenyon Consulting  
Andrea Fernandez, California Children's Academy, Co-chair of Forum Planning Sub-committee\*  
Samitha Givens, Co-chair of Forum Planning Sub-committee\*  
Angela Gray, Culver City Unified School District\*  
Liz Guerra, Los Angeles County Office of Education/QSLA  
Lindsey Hanlon, LACOE/Head Start and Early Learning Division  
La Tanga Gail Hardy, Los Angeles Trade-Technical College\*  
Toni Isaacs, PEACH, Co-chair of the Data Gathering and Analysis Sub-committee\*  
Crystal Jones, Jones Family Child Care/Parent\*  
Jaime Kalenik, First 5 LA  
Carolina Mendez, Child360  
Micha Mims, City of Los Angeles Department of Recreation and Parks\*  
Giselle Navarro-Cruz, Co-Chair of the Narrative Sub-committee  
Nellie Ríos-Parra, Lennox School District/Parent\*  
Joyce Robinson, Opportunities Exchange  
Gina Rodriguez, First 5 LA\*  
Kathy Schreiner, ECE Advocate\*  
Edilma Serna, WestEd Program for Infant/Toddler Care\*  
Fiona Stewart, Child Care Alliance of Los Angeles, Co-chair of the Data Gathering and Analysis Sub-committee\*  
Veronica Torres, Child360\*

*Task Force on Re-envisioning Early Care and Education During COVID-19*

Elmida Baghdaserians, Ed.D., Los Angeles Valley College  
Alejandra Berrio, Hope Street Family Center/Parent\*  
Lisa Cain-Chang, Child Educational Center\*  
Jessica Chang, WeeCare/Parent\*  
Fran Chasen, Southern CA Chapter – California Association for the Education of Young Children\*  
Kevin Dieterle, First 5 LA\*  
Sandra Flores, Alma Preschool Center\*  
Annette Gladstone, Segray Eagle Rock  
LaTanga Gail Hardy, Los Angeles Trade-Technical Community College\*  
Losmeiya Huang, The Growing Place  
Toni Isaacs, Partnerships for Articulation, Coordination and Higher Education (PEACH)\*  
Anna Lopez, St. Anne's  
Marcella McKnight, Opportunities Exchange  
Ariana Oliva, Unite-LA\*  
Dianne Philibosian, Ph.D., Supervisorial District 5\*  
Laura Ramirez, Child360  
Joyce Robinson, Opportunities Exchange  
Marisol Rosales, Community Voices/Parent\*  
Ernesto Saldaña, Advancement Project California/Parent\*  
JoAnn Shalhoub-Mejia, California Federation of Family Child Care Association, Inc.\*  
Ancelma Sanchez, Child Development Consortium of Los Angeles  
Julie Taren, Chair, Supervisorial District 3\*  
Jocelyn Tucker, Foundations for Early Childhood Education, Inc.  
Delia Vicente, UCLA Early Head Start/Parent\*  
Amanda Velazquez, St. Anne's  
Lisa Wilkin, Child Development Consortium of Los Angeles\*  
*LOS ANGELES FAMILY CHILD CARE PROVIDERS UNITED REPRESENTATIVES:*  
Andrea Rochelle Epps, Andrea's Learning Center  
Justine Flores, Flores Family Child Care  
Porsche Hillman, Kiddie Kingdom Family Child Care  
Crystal Jones, Crystal Jones Family Child Care/Parent\*  
Micaela Walker, Precious Little Heartbeat Childcare  
Verlinda Walker, Precious Little Heartbeat Childcare

*Office for the Advancement of Early Care and Education*

Debra Colman, Director  
Michele Sartell, Child Care Planning Coordinator  
Erica Weiss, Intermediate Clerk

*Notes:*

Work groups and subcommittees are open to other early care and education stakeholders that do not hold a membership in the Planning Committee.

\* Indicates Child Care Planning Committee member or alternate



### Accomplishments

- Launched FY 2020-21 theme: *Reimagining an Equitable Early Care and Education System for Providers and Families*
  - Kick-off of theme: Advancing Racial Justice in Early Care and Education During COVID-19 and Beyond presented by Keisha Nzewi, California Child Care Resource and Referral Network
  - Motivated Quality Start Los Angeles (QSLA) Leadership Council to develop a QSLA Diversity and Equity Statement
  - Racial justice and equity embedded in monthly meeting conversations as follows:
    - Pathway to Progress: Indicators of Young Child Well-Being in Los Angeles County (Kimberly Hall, First 5 LA)
    - Addressing the Immediate COVID-19-related Needs of Dual Language Learners (DLLs) and Their Families (JunHee Doh, Advancement Project CA and Carolyne Crolotte, Early Edge CA)
    - Quality Start Los Angeles (QSLA): Status, Challenges and Opportunities (Celia Gomez, RAND Corporation)
    - Promoting Integration between Early Care and Education and Early Identification/Early Intervention Services (CA Department of Developmental Services, Early Learning Institute and Harbor Regional Center)
    - The California Strong Start Index: Informing Resource Allocation to Promote Equity (Regan Foust, Ph.D., Children's Data Network)
    - Towards Culturally Sustaining Pedagogy: Addressing Dominant Racial Patterns of In-group Messaging in Early Childhood Classrooms (Mary Earick, Ph.D., New School of Education Dean at Highlands in Las Vegas, New Mexico and Saudah Collins, Richland County School District Two in South Carolina)
- Convened Task Force on Re-envisioning Early Care and Education During COVID-19 comprised of Planning Committee members, alternates, and early educators
  - Developed *Tips for Best Practices in Early Care and Education During the COVID-19 Pandemic – Centers and Family Child Care Homes*
    - Operationalized Department of Public Health *Guidance for Early Care and Education Providers*
    - Informed the guidance posted on the Child Care Heroes LA County COVID-19 Information and Resources website (see <https://childcareheroes.org/>)
  - Presentations:
    - 14<sup>th</sup> Annual Rand Community Conference on Early Childhood – September 14, 2020
    - Southern California Chapter – California Association for the Education of Young Children Webinar – October 20, 2020
    - Early Head Start Cluster 3 – October 29, 2020
- Adopted the LPC Local Funding Priorities for FY 2020-21
  - Prepared by VIVA Social Impact Partners with funding by First 5 LA and in partnership with Quality Start Los Angeles
    - Added Strong Start Index to priorities for infants and toddlers and preschoolers
  - Reviewed by the Access and Inclusion Work Group
  - Presented by the Access and Inclusion Work Group leadership at the Public Hearing hosted by the Planning Committee – February 3, 2021

- Presented by the Access and Inclusion Work Group leadership to the Planning Committee for approval – March 3, 2021
- Participated in shaping public policy priorities and considered potential recommended pursuits of position
  - Adopted the Public Policy Platform for the First Year of 2021-22 Legislative Session with the inclusion of an item to ensure that children and their families have timely access to early care and education services during a local, state and/or national emergency
  - Identified and prioritized proposed legislation and budget items impacting the field of early care and education under the leadership of the Joint Committee on Legislation in partnership with the Policy Roundtable for Child Care and Development
  - Engaged Supervisorial District 3 appointee in meeting between Policy Roundtable for Child Care and Development Supervisorial District 3 representatives and staff from Supervisor Kuehl's office, which resulted in County adopted pursuits of position in support of SB 246 (Leyva): Reimbursement Rates and the ECE Coalition's budget ask for FY 2021-22
- Co-convened with QSLA Workforce Committee the Workforce Pathways LA Joint Committee on Workforce Systems Improvement to conduct an early care and education professional development landscape analysis for Los Angeles County; members contributed to data gathering and analysis, the development of the report and planning for the forum to release the report scheduled for June 28, 2021
- Represented the Planning Committee on the following bodies:
  - Center for Professional Development Innovation Advisory Group – Toni Isaacs
  - Policy Roundtable for Child Care and Development – Julie Taren and Ariana Oliva
  - Quality Start Los Angeles (QSLA) Leadership Council – Alejandra Berrio and Nellie Ríos Parra

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### Summary of Activities Report – FY 2020-21

Due Date: July 19, 2021 via Survey

1. Agency Name	Board of Supervisors
2. Agency Address	600 South Commonwealth Avenue Los Angeles, California 90005
3. Agency County	Los Angeles
4. Contract Number	CLPC-0019
5. Contract Amount	\$207,270
6. Vendor Number	19-02419-00-0
7. Agency Representative Name	
8. Agency Representative Title	
9. Agency Representative Phone Number	
10. Review Date Start	May 27, 2021
11. Review Date End	
12. Upload your copies of any publications that have been printed during the year using contract funds. Do not attach copies of meeting minutes or agendas. When it has been uploaded successfully, a unique ID will appear in the box. <i>(Optional)</i> <ul style="list-style-type: none"> <li>▪ County of Los Angeles “A Unified Strategic Plan for Early Care and Education 2020-2025”</li> <li>▪ Tips for Best Practices in Early Care and Education During the COVID-19 Pandemic – Centers and Family Child Care Homes</li> <li>▪ Learning from Today, Preparing for Tomorrow: An Early Care and Education Professional Development Landscape Analysis for Los Angeles County</li> </ul>	
13. Local Planning Council (LPC) Coordinator Name	Michele P. Sartell
14. Program Year	2020-21
15. List three major activities and accomplishments during the contact reporting period. <ul style="list-style-type: none"> <li>▪ Convened Task Force on Re-envisioning Early Care and Education During COVID-19 comprised of Planning Committee members, alternates, and early educators; the task force developed <i>Tips for Best Practices in Early Care and Education During the COVID-19 Pandemic – Centers and Family Child Care Homes</i> that were integrated into the website, “Child Care Heroes: LA County COVID-19 Information and Resources” (see <a href="https://childcareheroes.org/">https://childcareheroes.org/</a>).</li> <li>▪ Engaged the Child Care Planning Committee (Planning Committee – Los Angeles County’s LPC) Access and Inclusion Work Group in preparing the LPC Local Funding Priorities, presenting the priorities at a public hearing and then the Planning Committee for approval. Matched the zip code level data for infants/toddlers and preschools with the Strong Start Asset Scores.</li> <li>▪ Co-convened with the QSLA Workforce Committee the Workforce Pathways LA Joint Committee on Workforce Systems Improvement to conduct an early care and education professional development landscape analysis for Los Angeles County; members contributed to data gathering and analysis, the development of the report and planning for the forum to release the report scheduled for June 28, 2021.</li> </ul>	

16. Identify problems and proposed resolutions to local planning issues and activities.

The Planning Committee has been meeting and conducting its work virtually since May 2020. While virtual meetings with 50+ members, alternates and community stakeholders offered some challenges, using the chat and raised hand feature ensured that meeting participants could add to the conversations. Work groups and committees effectively managed to their projects virtually, making use of Google drive to share and edit documents or and/or e-mail. Members have asked to explore maintaining a hybrid of virtual and in-person meetings post-COVID to reduce commutes that cut into the workday.

17. Coordination/Collaboration Efforts (California First 5, CalSAFE, Native American Indian Tribes, etc.)

The Planning Committee, staffed by the Office for the Advancement of Early Care and Education (OAECE) located within the Department of Public Health (DPH), conducts much of its work in collaboration with local entities, some of which are represented on the committee. Among its partners: Child Care Alliance of Los Angeles, Child360, First 5 LA, Los Angeles County Office of Education, Partnerships for Education, Articulation & Coordination through Higher Education (PEACH), Quality Start Los Angeles, and Policy Roundtable for Child Care and Development. In addition, the Planning Committee provides representation to the following: Center for Professional Development Innovation Advisory Group (beginning in July 2021), Policy Roundtable for Child Care and Development, and the Quality Start Los Angeles Leadership Council. Staff to the Planning Committee also serve as a bridge to the Los Angeles County Perinatal and Early Childhood Home Visitation Consortium/Referrals Work Group and the Early Childhood Alliance.

18. Resource and Referral (R&R) Efforts

The OAECE is a member of the LA County Early Childhood Education COVID-19 Response Team. As part of the team, the OAECE has worked closely with the Child Care Alliance of Los Angeles and its network of resource and referral agencies to ensure that essential workers and other families continued to have access to early care and education services since the onset of the COVID-19 pandemic. Additionally, the OAECE has served as the conduit of critical updates and guidance from the DPH to ensure the health and safety of children enrolled and attending early care and education programs as well as the early educators working in the programs. Lastly, the OAECE distributed information regarding financial and PPE resources throughout the pandemic.