



Early Childhood Policy Council (ECPC) Meeting Summary: January 25, 2022

Attendees: Patricia Alexander, Miren Algorri, Mayra E. Alvarez, Veronique Baumbach, Ann Louise Bonnitto, Kim Patillo Brownson, David Burchiel, Aressa Coley, Connie Chen, Virginia Early, Virginia Eigen, Naima Facih, Chris Ferguson, Lissete Frausto, Natali Gaxiola, Nadine Burke Harris, Mary Ignatius, Antoinette Jacobs, Maria Lupe Jaime, Sonia Jaramillo, Khydeeja Alam Javid, Kim Johnson, Robin Layton, Holly Lewis, Alicia Lieberman, Patricia Lozano, Patrick MacFarlane, Deborah Corley-Marzett, Tonia McMillian, Andrew Meltzoff, Paula Merrigan, Scott Moore, Sarah Neville-Morgan, Janne Olson-Morgan, Stephanie Myers, Carola Oliva-Olson, Giannina Perez, Kris Perry, Stephen Propheter, Cheryl Polk, Yenni Rivera, Julie Rooney, Laura (Kay) Ruhstaller, Cheryl Schroeder, Matt Schueller, Sheryl Shushan, Donna Sneeringer, Amelia Soto, Dean Tagawa, Zolia Toma, Jen Troia, Debra Ward, Latonda Williams, Giovanna Wormsbecker, Janet Zamudio

1. Welcome and Introductions (Kim Johnson)

- In her opening remarks, Chair Kim Johnson welcomed the Council and members of the public to the meeting. Chair Johnson presented an overview of the meeting structure and the meeting's focus on the Governor's January budget and the investments within the budget to support young children and families in this space.
- Chair Johnson also highlighted the impact that the Omicron variant has had on the work of this committee, the state of California, and the country as a whole and offered sympathy and understanding to everyone in attendance.
- Chair Johnson established that they would begin this meeting with a high-level overview of the Governor's Early Childhood Budget; later in the meeting they would return to hearing from voices from the field on issues raised last year.



2. Review of 2022–2023 Early Childhood Budget Proposals

- Chair Johnson presented a high-level overview of the Early Childhood January Budget Proposals from the Governor’s office for 2022–2023. They highlighted that the proposal focused on the investments that are supporting young children and families in the broader early childhood space. Chair Johnson emphasized the need to reframe this discussion of the budget in the context of the set of priorities that the Council brought forward last year to the administration and Legislature and reminded the Council members of what was prioritized in that discussion and where they might see some of those proposed investments based on those priorities and principles. Key points of this high-level overview of the budget included the following:
 - Financial and economic supports included a proposed 7.1% increase in the California Work Opportunity and Responsibility to Kids (CalWORKs) grants levels.
 - Proposed support for a greater amount of child support collections at the California Department of Social Services (CDSS).
 - Proposed refundable \$1,000 tax credit for young adults—ages 18-25 years of age—who are part of the foster care system.
 - \$210 million to support the work of social workers.
 - Proposed \$1.7 billion to focus on work efforts to operationalize some of the work force initiatives put forth by the Council.
 - In housing and homelessness, investments supporting behavioral health and healthcare services for all populations were outlined in the proposals.
 - Intergenerational family supports and an emphasis on support for the workforce are also large components of this proposal.



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- Chris Ferguson, from the Department of Finance, presented a deeper analysis of the budget proposals administered by the California Department of Education (CDE) that focused on early childhood education. The discussion emphasized an increase proposed in the budget for young children with disabilities to increase access to inclusive preschool environments, including dual language learners. Part of this initiative would focus on incorporating early identification methods for learning disabilities. Additional grants will be put forth to train and hire literacy coaches and reading specialists and expand multilingual libraries. However, the largest investment in these proposals is towards the expansion of the transitional kindergarten (TK) program in alignment with last year's budget program. This financial investment will allow the expansion of eligibility for TK; beginning in 2022–2023, children turning five between September 2nd and February 2nd will be eligible for TK programs. Finally, there is a focus in the budget on trying to increase the number of students graduating from California higher education programs with Elementary and Early Childhood Education degrees.
- Kris Perry, from the California Health and Human Services Agency, presented closing statements regarding the expansion of early literacy efforts through a partnership between the CDSS and First Five California and a collaboration with other State programs such as home visiting child care and foster care. Additional financial investments will be made for the CDSS to expand the California home visiting program and the Black infant health programs. Finally, part of the proposals included funds to establish Individuals with Disabilities Education Act (IDEA) specialists at each regional center to provide expertise on IDEA services and transitions from Part B to Part C services.



3. Children and Equity Subcommittee Discussion

ECPC Advisory Committee Council member Khydeeya Alam Javid provided updates on the Council's equity efforts. The process has begun to establish a two-person subcommittee focused on equity efforts. They are looking for one additional person to join. This person needs to be from the ECPC committee in order to participate. This committee will look at solutions to systematic barriers that children are facing in the early childhood system. The purpose of this committee will be to provide an opportunity to give input on what the equity-based investments should look like in the proposed budgets moving forward.

4. Elevation of Voices from the Field on the Topics of TK and Family Child Care Providers

Paula Merrigan

Paula shared her 12 years of experience in the Bay Area working as a TK teacher and how she has witnessed first-hand the benefits of TK for young children. She highlighted the disparities for families in accessing child care, where many families do not qualify for State programs because they make too much and yet they do not make enough to enroll their children in private programs. TK allows all families to have an opportunity for one more year of free public education, which many families desperately need. She also highlighted that it is crucial for administrators to understand the differences in milestones reached and education focus between TK and kindergarten.

Deborah Corley-Marzett

Deborah emphasized the need for follow through to support family child care providers who are suffering from a lack of resources and supports on all levels and fronts. Deborah reached out to providers and will share their statements with Kim Johnson for review. She stressed the desperate need for supplemental funds and hopes that State representatives will continue moving it forward. Finally, she proposed an invite to the Governor for a Zoom meeting on February 15, 2022, 9:00 a.m.–11:00 a.m., with family child care providers and the families they serve to discuss their concerns.



5. Advisory Committee Reports Out

Mary Ignatius, ECPC Parent Advisory Committee Chair, presented the work of the Parent and Workforce Advisory Committees which held a co-committee meeting on January 19, 2022. The purpose of the meeting was to center the voices of parents and providers and elevate their experiences. Patrick MacFarlane facilitated a discussion with parents who spoke on their shared experiences of how the system is designed and how it is not meeting their needs. There was discussion to identify challenges and solutions for a more family- and provider-centered early childhood system.

6. Child Care Transition Quarterly Report

- Dr. Lupe Jaime-Mileham, Deputy Director of the Child Care and Development Division at the CDSS, presented an update on the transition of child care and development programs from the CDE to CDSS. This included updates on the following topics:
 - General Child Care (increased slots available for contractors)
 - Emergency Child Care Bridge
 - Migrant Child Care
 - Alternative Payments
 - Rate reforms to maintain Hold Harmless
 - Child Care Bulletin No. 21-08 (CCB21) (focused on new increased ceilings)
 - Request for applications (RFA) (released RFA—includes 4,080 slots; distributed 100% of funds to all contractors to receive their child subsidy stipend)



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- Dr. Jaime-Mileham went on to include updates regarding The Child Care and Development Infrastructure Grant Program, which was enacted by the Governor and Legislature. She explained this funding will be distributed on a competitive basis and will be released at the end of January and again in April. In addition, she explained that the California Child Care Resource & Referral Network (CCR&R) equity dollars will be distributed to each contractor as a 10% increase. Finally, the Fresno Unified School District shared about the Language Learning Project (LLP), which will ensure dual language learners have a strong foundation in both their home language and English upon entering the TK through grade 12 (TK–12) system.
- The following resources were shared by Dr. Lupe Jaime-Mileham:
 - [Child Care Transition page of the CDSS website](#)
 - [Child Care and Development Infrastructure Grant Program page of the CDSS website](#)
 - Fresno Unified School District (FUSD) Lead information:
 - Email Jessica Gutierrez, LLP Coordinator, at Jessica.Gutierrez@fresnounified.org.
 - Visit the [Personalized Oral Language Learning \(POLL\) Strategies page of the Language Learning Project website](#).
 - [Child Care and Development Division page of the CDSS website](#)



7. CDE Update

- Sarah Neville-Morgan, CDE Deputy Superintendent of Public Instruction, and Stephen Propheter, CDE Director of the Early Education Division, gave an update on the transition of child care programs and Universal Prekindergarten (UPK). They highlighted that this January budget proposal helps to implement the recommendations from the Master Plan for Early Learning and Care as well as the Senate Bill (SB) 75 Individuals with Disabilities Education Act. This overview included updates on the following: the transition from CDE to CDSS—which took place on July 1, 2021; the implementation of direct deposits—CDE’s contractors are now receiving direct deposits; the provision of UPK—all 4-year-olds in California will have access to UPK by 2025/2026 through a mixed delivery system that is a part of Universal TK (UTK).
- Sarah Neville-Morgan and Stephen Propheter walked the Council through the presentation highlighting key components regarding the future of child care programs and UPK in California. Stephen Proctor detailed the support that CDE continues to provide towards an effective transition from CDE to CDSS. CDE continues to provide critical support to CDSS in areas including the administration of data systems, reporting and payments, and supporting payments and contracts by maintaining those functions in data systems.
- Sarah Neville-Morgan detailed that families will have the choice which program they would like to use, but only TK will be funded to serve 4-year-olds. She emphasized that UPK expansion helps schools to focus on broader populations of children, such as children with disabilities and creating more inclusive environments. The goal of this expansion will be to partner with early learning and care providers to provide more supports for all programs.
- Sarah Neville-Morgan went on to stress the need for funds to address the needs in California State prekindergarten programs. These needs include support and training for teachers in all of these programs at all levels. For TK, the goal is for teachers to be credentialed and have 24 units of early childhood education.



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- Sarah Neville-Morgan illustrated how preschool through grade three (P3) is an overarching mark that the CDE is leading with the California Commission on Teacher Credentialing (CTC) and others to support and connect work across UPK through second grade. In addition, local education agencies (LEAs) are developing plans for the governing board by June 30, 2022 and will reach out to programs for support on this joint effort. She clarified UTK's role as being part of UPK, but not the only part of the program.
- Sarah Neville-Morgan outlined the \$100 million in education funds that is going to the Early Education Teacher Development Grant to support teacher training in California. The goal of this grant is to expand on UPK services and has two purposes:
 - To increase the number of highly qualified teachers available to serve in both State preschool and TK.
 - To provide and elevate California State Preschool Program (CSPP), TK, and kindergarten teachers in specific competency areas, such as instruction in inclusive classrooms, affirming and culturally responsive instruction, supporting dual language learners, enhancing social-emotional learning, implementing trauma informed and healing restorative practices, and mitigating implicit biases to eliminate exclusionary discipline.
- Beyond this opportunity, the CDE is working with the CTC to create the UPK teacher pipeline compendium. In addition, various webinars are being held to highlight P3 and UPK. See the following resources:
 - [Universal Prekindergarten Teacher Pipeline Resource Compendium document \(CDE, December 21, 2021\)](#)
 - [Early Education Teacher Development Grant funding page of the CDE website](#)
 - [Early Education Teacher Development Grant Program Request for Mandatory Letters of Intent document](#)
 - [Request for Applications page of the CDE website \(for current and future RFA and LOI\)](#)



8. Discussion on Infants and Toddlers

- Dr. Nadine Burke Harris, California Surgeon General, shared an update on the findings from the *Baby's First Years* published report, released in December of 2021. The *Baby's First Years* study is the first in the United States (U.S.) to assess the impact of poverty reduction on family life and infant and toddlers' cognitive, emotional, and brain development. ([Information about the study is available on the Baby's First Years website.](#))
- The primary hope and focus of sharing the Roadmap for Resilience Report with the Council was to provide guidance and supports for the work that the Council and community has been doing.
- Dr. Burke Harris highlighted the Centers for Disease Control and Prevention's deliberation on administering vaccinations for children and the focus in their discussion on the effects of COVID-19—not only the risk of infection itself, but also the indirect impacts of COVID-19, specifically the increase of Adverse Childhood Experiences (ACEs). ACEs can impact health problems and increase the risk of 8 out of 10 of the leading causes of death in the U.S. And children who experience an ACE have a greater risk of being suspended or expelled, among other negative affects—including biological changes. This report recognizes that the costs of ACEs don't just apply to health but are also economical. The report aims to help guide the state of California in intervention and healing for children served. In that vein, California has taken a cross-sector approach and has trained healthcare providers to screen for ACEs and respond with trauma-informed care. The ACEs Aware Initiative recognizes that it is a cross-sector approach; one has to do it alone.



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- Dr. Andrew Meltzoff, the Co-Director for the Institute of Learning and Brain Sciences (ILABS) at the University of Washington, has been researching the birth to five age period and the role of sociocultural input in affecting the brain. During this time, children’s brains are very plastic and changeable and are wired and rewired by input from their environment. A prime example of this wiring and rewiring being the development of biases and prejudices. Newborns are not born with prejudices, but by the time they reach first grade they have developed many. Research indicates these prejudices are mostly transferred unintentionally from interactions with their environment and those within their environment. Dr. Meltzoff then shared videos of research demonstrating how adult interactions have influenced children’s attitudes. Researchers are now interested in the duration of these effects, if children pick up bias from their own peers, if family members have a more significant influence, and what we can do about this. Dr. Burke Harris indicated that psychologists want to prevent these biases from forming and communicate to society that our nonverbal signals shape the attitudes, values, and behaviors of preschool children.
- The following resources were shared by Dr. Meltzoff:
 - [Good Morning America profile on infant generosity with Dr. Meltzoff—The Giving Spirit: What Babies Can Teach Us About Generosity](#)
 - Education and outreach materials available from I-LABS:
 - [Learning Modules page of the I-LABS website](#)
 - [Equity Briefs page of the I-LABS website](#)



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Summary of Comments and Questions by ECPC Council Members and the Public

The following sections provide a high-level overview of themes from the January 25, 2022, ECPC meeting.

The ECPC is an advisory body to the Governor, Legislature, and Superintendent of Public Instruction on statewide early learning, care, and child development. It will provide recommendations on (1) all aspects of the state’s early childhood system, including equity—with consideration for demographic, geographic, and economic diversity—focusing on family-centered, two-generation approaches; (2) opportunities to incorporate a support model of accountability—as opposed to a compliance model of accountability—into the state’s early childhood education system; and (3) ways that the State’s Master Plan for Early Learning and Care and the 2019 California Assembly Blue Ribbon Commission on Early Childhood Education’s (ECE) Final Report can be updated and improved.

This meeting focused on the following key topics:

- A review of the 2022–2023 Early Childhood Budget Proposals.
- A discussion informing the Council and the public of the formation of a subcommittee within the Council focused on children and equity.
- The elevation of voices from the field on the topics of TK and family child care (FCC) providers.
- A panel discussion on infants and toddlers, with a focus on the findings from the *Baby’s First Years* published report, released in December of 2021.

The following sections provide a high-level overview of Council discussions and public comments.



Review of the 2022–2023 Early Childhood Budget Proposals

Questions and Comments

- One member proposed sections of the budget that she felt were missing in hopes of adding these components to the budget. She proposed a continuation of hold harmless for center-based direct contractors. In addition, she stated that increased rates for professional wages and medical benefits are also missing for CSPP and General Child Care and Development (CCTR) team members and teachers. Planning funds for CSPP contractors should also be included in order for them to plan for UPK. Facilities funding for CSPP and CCTR should be included as well. Finally, parent fee waivers should be included. She suggested drafting another letter with these additions with the help of the Council members. Aressa Coley made a statement reminding Council members that anything they say in these meetings will be captured and considered a part of the Councils' recommendations.
- Another member highlighted her role as a State preschool teacher and asked about the investments in early childhood and where that funding is going. She stated her concern about how improving workforce wages and maintaining the workforce is going to be included in the budget as it stands now. Specifically, she pointed to needed fiscal supports for State preschool teachers and special education teachers that are in those classrooms and highlighted her concerns in regard to that support coming through.
- Another member highlighted the investments in dual language learners and special education for CSPP. She reiterated the Governor's commitment to expanding TK and is looking forward to working with the Governor on how to best implement these programs.



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- Another member made recommendations regarding the future of preschool education in California, including the Universal Prekindergarten Planning & Implementation Grant Program. She stated a reminder that the template for this program is due in June and should include outreach to other collaborating programs, yet there has not been any outreach to programs thus far. There is a need for more information in these communities. She illustrated that a lot of the meetings focus on TK but there needs to be more focus on preschool education because the impact of preschool is tremendous and important. She asked if we can have additional meetings where we discuss preschools and other opportunities.
- Another member shared that his daughter had to stay home from her program due to a COVID-19 exposure. From this experience, he highlighted that it is hard to find resources for better masks and access to tests so that she can return to her program. Los Angeles Unified School District (LAUSD) elementary schools have access to all of these things, so we need to focus on getting these tools to family child care programs as well.
- Another member commends the Governor for his commitment to health for all and his expansion for health care coverage for Californian's—regardless of documentation. Making sure all Californians have health insurance is incredibly important, especially for our immigrant families and their children.
- Another member highlighted how many parents are struggling in trying to find child care providers, even when subsidies are available. There are frustrations around the budget proposal not including many of the thing's providers have been asking for, such as hold harmless extended, family fees extended, and COVID-19 closure days extended. She highlighted that these needs are dire; right now—in the moment—needs for children and families are not being seen or heard. She highlighted a need for refocus of the purpose of this committee to the families in California and their needs right now.
- Another member highlighted the need to change the narrative from access to just TK to include access to universal preschool and early childhood education. She addressed the need to get child care providers and districts involved in these discussions to make sure we are implementing this properly.



Advisory Committee Reports Out

Questions and Comments

Public Comment

- One member highlighted her experience as a child care provider for more than 20 years and shared a personal story. She stated that she tested positive for COVID-19, so she had to close her center. She is worried about parents who now can't go to work. She feels providers need more resources and services as they are an important part of our workforce and keep their doors open even when schools are closed. She stressed that providers need healthcare that is accessible and reliable.
- One member shared a personal story regarding her child testing positive for COVID-19. She stated that there's no clear working plan for kids sent home except homework packets. She shared that she was still waiting for her United States Postal Service (USPS) free test kits. The struggle has become just surviving without a nervous breakdown.
- One member shared her experience as a parent, stating that her daughter had to do a year of TK before kindergarten; but she opted to have her stay in preschool another year with her son so she could drop them both in the same place and have the aftercare hours since she was a working mom. With TK expansion, we need to make sure that we have before and after care for our working families. I agree; many of our elementary schools have COVID-19 testing on site at least once a week and provide a mask for the children and we do not have that for our youngest children that are too young to be vaccinated. It is hard to find a COVID-19 test at this moment or many of the times our families don't have the income to pay for what they need to make sure that our most vulnerable are supported.
- One member highlighted that for private providers and the child care infrastructure to effectively participate in UPK planning, they need to be funded to be there. She stated that they have over 30 unified school districts in their service area and emphasized that the R&R [Resource & Referral] agencies should be used to maximize provider outreach and be supported to help in the coordination between providers and districts.



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- One member reiterated that child care providers are hard hit by the pandemic. First 5 Alameda estimates that the Alameda County ECE [early childhood education] field lost \$395 million in FY [fiscal year] 2020–21 alone (\$220 million without taking the increased cost of providing care into consideration) and continues to experience losses in the current fiscal year.

Child Care Program Transition Quarterly Report

Questions and Comments

Council Questions and Discussion

- One member highlighted that there was some confusion with providers surrounding the stipends that they received from their agencies. Smaller counties (such as Mono County) were receiving lesser stipend funds due to this confusion and their size. Jaime-Mileham responded to this comment indicating that there was a meeting held with Mono County to help resolve this issue and steps are being made to ensure they receive the proper stipends.
- Another member highlighted that a lot of the implementations were delayed in getting to providers. Agencies are trying to implement all these changes in a short period of time and offer to support during these times. Much of these delays are being exacerbated by COVID-19. There are a lot of providers who have exhausted their 16-day COVID-19 closures, and they can no longer get paid when they have to close. She stressed that this is unnecessary added pressure on our providers who should be getting paid for their services.
- Another member expressed thankfulness for the support the workforce is receiving from leadership, including patience and quick work from consultants.



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Public Comment

- One member who works at First 5 at Mono County offered her support to providers struggling to get their stipends.
- One member of the Council suggested that the Council consider including as a member the chair of the Early Start Interagency Coordinating Council (ICC) as a key part of early childhood care, supports, and needs.
- One member noted that if decision makers for our state want Californians to keep working, there needs to be a reality check that child care must be funded appropriately and supported. The pandemic has not only been difficult for our current staff and enrolled families; we need to be honest about our future workforce and ask who will want to enter a field that has been so disrespected? We need hold harmless, facility funds, and family fees need to continue to be waived if our decision makers want our families to pay their other essential bills and feed their families.
- One member shared her story, stating that she has been a provider in Orange County for twenty-one years. She highlighted that providers are at the front of this crisis with limited resources, lack of access to sick leave due to COVID-19, and lack of PPE [personal protective equipment] for their centers—such as cleaning supplies, masks, gloves, etc. She feels that FCCs are left behind with no resources. California has 25,000 FCCs in the state, and she feels that they deserve to be taken seriously and be part of the child care system. She noted that providers are dying waiting for health coverage and that there is not a sense of emergency.
- One member reiterated this by stating that providers need more COVID-19 closure days. Some providers have had to close their centers for 3–4 days while they find tests, plus the time it takes to get the results. This happens often, so providers are left with no closure days available once they catch the virus. FCC serves the most vulnerable population, those too young to wear a mask and too young to be vaccinated. Providers need to have access to testing on regular bases (prioritize their results), proper PPE, and supplemental pay—now.



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CDE Update

Questions and Comments

Council Questions and Discussion

- One member highlighted a comment from another member earlier in this discussion: that the school districts were given funding to participate in these conversations, but the early child care field was not. She highlighted that it is a heavy lift to think that all providers are going to be available for all discussions. There needs to be support for everyone to be included in these discussions in order to create meaningful partnerships.
- Another member who illustrated her experience as a FCC provider highlighted that FCC centers/providers would be stronger if they had the same effort and financial backing that the State is providing to UPK and TK. She emphasized that there are also providers who are ready to take on more children but need additional support. R&R agencies are pushing children towards other centers rather than FCC providers and those providers need State support.
- Another member echoed that preschool teachers' and early child care workers' voices aren't being heard. She emphasized that the pay for preschool teachers is not enough and that we as a state need to invest in the people that are working directly with our children.

Public Comment

- One member agreed regarding FCC centers, highlighting that the entire mixed delivery system needs support. She went on to stress that funding only TK will not solve the UPK goal. FCC and centers need to be included in all funding increases.
- One member asked, "Why is licensing asking FCC providers what curriculum they are using?" She illustrated that providers feel like they have been left out of universal child care.



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- One member asked what the career progression and advancement opportunities look like for the FCC field. She went on to say that the FCC field lacks cohesive workforce development supports. She stated that if you want to build a system of equality and equity for FCC providers, then we need to be investing in the leaders of the field who will pave the way for the future of generations of providers. The lack of FCC representation at the systems-development level is a hindrance in the building of an equitable and sustainable system for FCC providers.
- One member stressed that parents don't want and cannot use a one-size-fits-all system. That they need a mixed delivery system with multiple options to best meet the needs of our kids and our work/school/life schedules.
- One member wanted to raise the possibility that instead of encouraging the talk with local ECE (child care providers) that it become required.
- One member asked, "Is the Early Education Teacher Development Grant only a one-year grant? If so, how can it create sustainability and/or growth within the ECE field?"
- One member stressed the point that there is much emphasis on how essential child care is to employment and pursuing a higher education, yet many of our community colleges are struggling to keep the lab school/campus child care doors open and are moving to "enterprise models"—making them dependent on self-sustaining models. It is critical that existing college and university child care programs receive State support to run programs with guaranteed funding. They need to be brought into the conversation given their connection to education, career training, and employment. Those colleges and universities without child care programs should also receive support to open their programs.
- One member stressed the need for continued advocacy for preschools and providers when making statewide plans, stating that there needs to be an increase in salaries and funding for facilities and land. Expansion for LEAs means they will need current preschool facilities unless mixed delivery is part of their plans. Quality child care is a statewide need and ensuring we all get the resources will allow us to expand services to include 0- to 3-year-olds as proposed.



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- One member asked the Council to consider the CSPP centers for more funding on salary, hold harmless, family fee, and increasing the COVID-19 pay days.

Discussion on Infants and Toddlers

Questions and Comments

Council Questions and Discussion

- One member asked if the culture is changing as families have been in the United States longer? Dr. Meltzoff answered that there is currently a study of the effects of grandparents on children's attitudes. There are no results yet but he can follow up once the study has completed.
- Another member asked if there are any studies on faith-based versus non-faith-based. Dr. Meltzoff answered that there are no studies on this but we know that children observe and imitate not only behaviors but also values, so this would be an interesting aspect to research.

Public Comment

- One member asked a question regarding any further work being done to see how teachers/educators in the classroom are modeling behaviors for their students?
- One member stressed the desperate need for more to support providers so that they can provide the trauma-informed care discussed in the presentation. However, trauma-informed care training is not available in every county, therefore children, families and educators are being hindered by the lack of equity.
- One member asked if the modules shared by Dr. Burke-Harris and Dr. Meltzoff are available in Spanish or any other languages.



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- One member stated that Head Start serves approximately 100,000 of California's most vulnerable children and families, including more than 8,000 homeless children, 5,000 migrant children, and 3,000 foster children. In addition, nearly half of the children Head Start serves are dual language learners, for whom Head Start is considered a model program. Supporting Head Start is critical to supporting California's value of serving the most vulnerable first.
- One member shared that they are encouraged that Head Start is mentioned so prominently in the Master Plan, Preschool Development Grant, and Blue Ribbon Commission documents and discussions. Head Start directors across the state believe that the expansion of TK will decrease enrollment in Head Start. We hope the ECPC will urge the Legislature and the Governor to equitably support the child care mixed delivery system, including Head Start. Further, we believe that developing and implementing the Universal Eligibility Portal called for in the Master Plan is critical to ensuring families have real choice.