



**Early Childhood Policy Council
Parent and Workforce Advisory Committees**

Agenda and Transcripts

Virtual Meeting

Thursday, June 27, 2024
10:00 a.m. – 12:00 p.m.

Physical Meeting

1000 G Street, Sacramento, CA 95814
WestEd, 5th floor, Old Town Room

Agenda

1. Welcome and Introduction

- Welcome
- Review of agenda

2. Supporting Families and Providers in the Transition to Universal PreKindergarten

- Presentation
- Committee discussion
- Public comment

3. Adjourn

Attendance:

Parent Advisory Committee Members:

Cheryl Shroeder, Deborah Corley-Marzett, Lissete Frausto, Mary Ignatius, Patrick MacFarlane, Yenni Rivera

Workforce Advisory Committee:

AnnLouise Bonnitto, Debra Ward, Miren Algorri, Patricia Alexander, Tonia McMillian, Virginia Eigen, Zoila Toma.

ECPC Council Members:

Lupe Jaime-Mileham, Natali Gaxiola, Robin Layton

Guest:

Adam North, Celine Krimston, Mary Loyola-Salcedo, Stephen Propheter, Virginia Early

Public Comment:

Lara MagnUSDottir, Sarina Lynn, Tessie Ragan.

Hosts:

Diana Yactayo, Gina Morimoto, Jateri Willis, Karin Bloomer, Laura Neri (SP), Ramee Serwanga, Sarah Sun (CN), Véronique Baumbach, Ya-Nan Chou (CN), Yelka Vargas (SP).

Meeting Transcripts:

Tonia McMillian:

My colleague, Mary Ignatius, was not able to be with us in person today. She may be on the phone. Mary, if you're on the phone, can you say hello?

Karin Bloomer:

I think she's still working on joining.

Tonia McMillian:

Yeah, she's having some technical difficulties, so we're going to move forward.

Anyway, I want to thank members of both advisory committees for being here today. I also want to acknowledge the members of the council who are attending, and for the many members of the public who are here, we say thank you. We will be keeping the chat feature open for the duration of the meeting so that members of the public can comment as we go. And at the end of the meeting, we will devote time to verbal public comment.

So moving right along. So today we want to have our own discussion about the topic that the council addressed at the May 20th meeting about universal pre-kindergarten or what we refer to as UPK.

Just to refresh your memories, at the May 20th ECPC meeting, the final segment focused on the UPK transition and how to integrate UPK into a comprehensive mix delivery system. Council members Donna Sneeringer and Dean Tagawa led the segment. Thank you so much Donna and Dean. Another point, Donna and Dean will be developing draft policy recommendations from that May 20th discussion. And they

welcome input from the advisory committees on recommendations that support an effective integration of UPK into the mixed delivery system.

Today we want to follow up on that discussion in a few ways. We want to provide some information that can help parents and providers. Number one, we will have Adam North from EveryChild California. He will share a UPK guidebook for families, providers, and districts. And we will also have Stephen Propher and Lupe Jaime... Lupe, I always mess up your day. Okay, Lupe Jaime will share about family child care, home education networks.

We will also hear from the head of Educational Enrichment Systems, a nonprofit child development agency that serves families throughout San Diego County to learn about the policies and strategies that have helped them be successful in partnering with school districts to provide early education programs.

And last but not least, we want your recommendations on how to address the challenges you are facing with the transition to UPK, which we can provide to Donna Sneeringer and Dean Tagawa as they prepare the draft recommendations to share with the council at our August 13th ECPC meeting.

So let's begin. One resource we want parents and providers to be aware of is the UPK Guidebook. Adam North from EveryChild California is here to give us a brief overview of it. And so, you guys, I'd like for you guys to welcome Adam.

Adam North:

Good morning everyone. Thank you for having us today so I can share this valuable tool. I really appreciate all the work that you all do and the passion in the room. And so, we hope this tool can be supportive to the children and the families you serve in your communities.

And so, there are my slides. Thank you so much for having those up for us. So again, I'm Adam North, I'm the director of professional development for EveryChild California, and I am representing the UPK partnership guidebook project. And this project is funded by a grant by Heising-Simons and is a shared partnership between the six organizations that you see there on this screen.

All of us have gathered, received feedback from the field in a number of different capacities and created this guidebook with that particular feedback in mind.

I was asked today to give a brief overview and establish the foundation of UPK so that we're all on the same page for where this partnership came from. I'll give you a brief tour of the tool and then I also was asked to provide some policy recommendations for the committee and the council today. So I'll do all of that and hopefully have time for Q&A. Next slide please.

So again, establishing the foundation, let's go all the way back to the UPK vision. This is a slide from the Department of Education and when we're launching UPK, looking at the initial vision, I think it's important that we continue to remind ourselves of the mission and check in on ourselves if we are delivering on that mission and that vision.

So the charge of UPK was to look at the transformation of the education system through a holistic approach to the needs, supporting the needs of the family and the child.

So if you look at this nice graphic here from CDE, again, you can see the universal pre-kindergarten UPK is only one piece of the puzzle. True UPK vision also includes access to professional learning, to mental health programs, to meal services and much more. Again, it's designed to serve the entire needs of the child within the community with community partners engaged as all the puzzle pieces of that vision of that service. Next slide please.

Okay. The delivery of UPK has been encouraged to be a community-first approach.

We know that California is a large, beautiful, diverse state with diverse needs, both for its population, for its culture, and for its demographics and its geographic needs. And so the only way that the state saw that UPK vision to be able to come to fruition is to encourage that community-first approach and to encourage flexibility for the communities to deliver on UPK and the vision that their community needs first.

And so you can see here some specific outline points exactly like I just mentioned. The diversity of the state calls for this to be the model. The only model that could be successful for this vision, it is TK districts and early childhood leaders know their communities best. So again, encouraging that flexibility to what you need for your community. To partner with tribal communities and education centers and all of that is designed to localize and better be able to respond to the specific needs of the community and the members and the students served within that community. Next slide please.

I like to mention this whenever possible because from a public perception, I think many of us in the room are very clear of this statement on the slide, but from a public perspective, from the family's perspective, reminding us all that TK is only one component of UPK. UTK, an acronym that sounds very similar, universal transition kindergarten is a component of the master plan, a component of everything we're talking about today, but it is only one piece, and it can't deliver on its own the promise of UPK, the model that we're talking about.

So when we have these conversations like we're having today, keeping in mind reminding ourselves how do we support TK? How does TK serve expanded learning? Or how do we have children ready for TK? Or also reminding that TK is an optional component and there are other options available to families. Next slide please.

And so this is also a slide from CDE that is just one example of what I just mentioned of how a child's path may proceed through a UPK vision and how you're going to deliver on that full-day service or how you're going to deliver on developmentally, culturally appropriate education plan for the children in your communities.

So there's several great examples here that begin with a child attending a state preschool program and then later transitioning to TK. You have another one that the child remains in the California state preschool program. That is an option. We have parental choice, so that would be an option for them to do. We have a child attending a family child care home and then later moving TK. There's a lot of different ways this can look. Next slide please.

So some partnership examples, ability to provide full-day services. TK can't provide full-day services on its own. So that is a heavy lean on the community partnership to deliver on that. IEP, IFSP services are often always needed support from either the district or

the county office, in this model. Staff development is another wonderful example of how community partnerships can share knowledge and resources within a community. Next slide.

So fully delivering UPK is not possible without creating partnerships. So this is where the guidebook really came in. This is really the heart of our mission of why we wanted to create the guidebook, was to create a landing place for these fluid conversations and for these resources and to celebrate how some communities are doing this and excelling at these partnerships so that we could share this model across California. So whenever we were developing this website, we kept looking back at this to remember we want to deliver on UPK, it's not possible without partnerships. So how can we be a pathway to creating healthy partnerships under UPK? Next slide please.

Okay, so upkguidebook.org is what we built and I'm going to share that with you here in just a moment. Go ahead and go to the next slide. Thank you so much.

We looked at the components needed to build this guidebook and we determined these three bullet points as the goals of the site.

So to create a common understanding of UPK, just like I introduced today, to make sure we all have a foundational understanding or speak in a similar language when it comes to UPK.

To share resources and tools and templates that help facilitate successful delivery of UPK. So where communities don't have to reinvent the wheel because someone else is doing it well, we feel like we can adopt that in various communities, please do so.

And an emphasis on the importance of partnership. So it's in our name, partnerships are mandatory for the success of this model. Next slide please.

So we organized the site into three components, a local education agency support, community-based organization support, and family support. And all the tools fall under one of these three umbrellas. And of course, there's a lot of organic crossover within these tools. Next slide please.

Okay, so I was asked to go ahead and share the tool and so I will do so now. And I just want to give a brief overview. It's a little maybe more rewarding to look at the actual site together rather than just share the screenshots. So we thought we'd proceed this way. And again, this is going to be a brief overview. I'll share some links in the chat at my completion so that you can review this site on your own.

I also would like to note that this is the completion of phase one of this site and we as a team and the partners you see listed here on this screen are just now entering phase two, with appreciation of Heising-Simons who has continued another round of funding for us. And so you're going to see some components here that have not been built out yet. And where we're at in that phase is getting input from the community on what you need to deliver on UPK and then that way we can build it with your vision. And so like I said, you're going to see some components that are not fully constructed yet.

As mentioned in my previous slide, family serving organizations, community-based organizations, local education agencies, can all see themselves within this model.

So let's just go to one example here, resources for community-based organizations. What we did is largely follow the program monitoring instrument for this just as an

overarching guide, if you will, for all the resources that a community-based organization might need to deliver child care or a CSPP, part-day CSPP program, full day CSPP program in their community.

So if you click into the resources here, you'll have resources for this particular aspect, particular dimension of the monitoring instrument. Not only a reference to the actual Title 5 guidelines, which are regulations which we felt was important. Because there's a lot of other individuals we plan on accessing this website. Community leaders that may not be in the trenches as much as us, but they want to deliver on high quality child care in their community. So being able to know where all of this is coming from we felt was important.

Much of this is not created a la carte from us. We spend some time creating some templates, but a lot of this is already coming from the community. So you can see here as you flip through the different dimensions of the CBO that you'll get specific resources for that. So here we're looking at family selection. So you have a number of tools here to... Here's a guide to afterschool services. You can download this guide, adopt it for your particular needs. That way you're also saving hopefully some administrative time and delivering this again in a way that other communities might be doing it well. Not only saving administrative time, but also hopefully helping contribute to us speaking a similar language across the state when it comes to UPK, but also simultaneously allowing flexibilities for you to use these tools in the way that's appropriate for your community.

For local education agencies, we largely follow the focus areas and created resources under those focus areas. Again, there's been a lot of work done in this area already, but we thought that we didn't want it just to be a singular voice, we're hoping we could expand the voice of the community. And so that's why we, in addition to many of the resources we've already seen that are wonderful, that are produced by CDE or other entities, we also included some of the wonderful things that our community partners and stakeholders are doing in here.

It's a lot of information. This is a lot. This is a very broad look and so we just hope we can continue to be an umbrella that captures a lot of these products in one place so that again, hopefully it saves time and that you could use this site to build your local plan, expand your local plan, be inspired even from what other individuals are doing across the state.

Future looking, we hope that this website can also create a landing spot for creating those conversations where partners can be identified, where you can find partners in your community, where you can use it as a brainstorming inspiration place. And we also are going to be building expanded templates, particularly in the area of family serving organization. What those tools are going to look like are tools, templates that you can download, that you can use in your community and put into your parent handbooks or your marketing materials, you can put them in your community spaces, so families are aware of the services that you have. That's really what we're looking forward to on phase two.

I'll point out one last thing before I leave the website. I'm going to try my best here to stay on time. I think I several more minutes. So our contact us page, please utilize the contact us to make sure you are sharing with us your thoughts and what you feel that you see or are missing in this space. We additionally are also making in this contact us,

we're going to be making a place where you can upload files yourself and say, Hey, I have this great document. Our community is proud of it, we want to celebrate it and share it with others. And so we will be able to post that on the website, give you full credit for that of course, and celebrate your community as having a successful tool that you're willing to share. So please look out for that and we hope that you participate with us in that capacity as well.

With my last several minutes here that I wanted to provide some policy recommendations, I was asked to do so and so if I could have my slides back up if possible and if not, I have my notes. Thank you. Thank you, Karin. Next slide. Thank you so much.

I just want to note, since I'm presenting on my own and without my partners today, I do want to note these are EveryChild California's recommendations. I think you'll see a lot of overlap with our partners, but I just wanted to make that note since I am speaking on the behalf of many right now.

Policy recommendations, I'll move through these swiftly here so that we can have a more robust discussion, hopefully after. But actively promote parental/family choice to support mixed delivery vision of UPK is very important that we don't just say parental choice as an option, it's very important that we actively promote it, so families are aware of their options. So they are aware that they can choose what is best for their child, for their family in these moments.

So we call for creating a robust consumer platform. They can offer families pathways to these types of services. We think the guidebook could be one of those. Include access for enrollment possibilities and possibilities to receive more information about options. And just a reminder that families should have access to the broad array of center-based, school-based, home-based care programs that meet their needs. And the UPK model should be viewed as having level entry points that support parental family choice across all those options. Next slide.

Intentionally promote partnerships within UPK from a state level. So what we're saying here is that we've heard that sometimes identifying partners can be challenging. What CBOs are in my area that may be interested in partnering with me? Some communities are doing this very well. Some communities I have not quite identified a methodology of identifying those partners.

So we believe we can create statewide tools where agencies can identify other partners that would elevate the potential for sound partnerships within UPK.

In addition to CSPP and ELOP opportunities, we would like to provide specific opportunities for FCCHEN/FCCs and CCTR contracts to support the UPK model. Yes, they are currently a part of UPK. It is not necessarily very clear on where they enter into the UPK plan, so we would like to see clarity provided for that. So that they see themselves in the UPK model.

Further identify methods to support partnerships between CBOs and LEAs serving children with IEPs. We know this was a challenging topic due to the definition of exceptional needs and necessity of a presence of an IEP and where that funding comes from. We know [inaudible] challenges in this, but we think if we can create pathways

that allow the child to remain in the program of their choice, that this would be a stronger UPK model.

And again, fund full-day, full-year UPK models so that children have access to full-day, families have access to full-day full-time services.

Provide stability for licensed providers. They'll not be forced to close. So what we're talking about here is a transition of a movement of 4-year-olds to a TK model. Then asking ourselves even under parental choice, we know that's going to be an impact to asking ourselves to protect those licensed providers. And that can mean a number of things that we can unpack here.

Include administrative funding to help facilitate these partnerships too. We think if communities had some administrative funding, they might be able to do a better job of making sure these partnerships are actually occurring. And next slide, please.

Promote play-based curriculum. We've seen movement on this from the state with updating the preschool learning foundations. Please continue to do that work. I think publicly reminding families that these are play-based learning curriculums is very important. Reminding districts, reminding our contractors that this is the well-founded way to support children four and under.

And adopt well founded, health and safety, high-quality ECE standards throughout UPK. This is the reminder of things that I know we're in process and we're not quite there on yet. Reminder of healthy ratios. Reminder that community-based and school-based programs could be held at the same licensing standards, that they're serving the same age groups. And implement rest periods for children participating in TK, Wrap and ELOP full-day programs.

Some children move between three programs in a day to get a full-day service. Because each of those programs are part-time, they may not require a rest period and as such four-year-old children may be going to these programs 8, 9, 10 hours without a rest period. This is something that would probably be an easy way to address a best practice policy.

With that, I know I'm a couple minutes over. Thank you for your graciousness and letting me go over a couple minutes and thank you for inviting me back today.

Tonia McMillian:

Thank you Adam. Thank you very much for that presentation. So I'm going to open it up to our committee members. Do you have any questions for Adam?

Karin Bloomer:

Looking for raised hands? Oh, I see Deborah, your real hand. Deborah Corley-Marzett, please go ahead.

Deborah Corley-Marzett:

Yes, thank you. Sorry for that. I'm on my cell phone, which I'm not familiar with using in the Zoom unfortunately.

But thank you, Adam, so much for that information and good morning to everyone. But I do have a question, I want to ask when you mentioned about partnerships in this workforce group, were there family child care providers, home-based educators on this particular group or in this group?

Adam North:

At this time, the partners that you see there are individuals that provide FCCHENs, and we really just talked to the administrators of those programs. We didn't have family care providers on there at that time. We did have them in the small group, what's the word I'm looking for? Focus groups that we did to receive feedback.

So not in planning. The administrators were in the planning and then the home providers were a part of the feedback process that we received.

Deborah Corley-Marzett:

A part of the feedback. I think when it comes to providers and our expertise that we should be a part of every part of it and never excluded because that's really important. The information that providers bring to the table is powerful and the input is needed because we are the ones doing the work. We are the ones that can tell you what works and what doesn't work. And we do appreciate being at the table wholeheartedly.

I had another question for you. And again, at times when we're sitting in these meetings and the public as well as myself when we're sitting in these meetings and certain words that when you say community, I may look at it a little differently. You may mean those who are directly involved, like First 5 and all those partners that you have there. But when I hear that and others, no doubt, when we say community, the community's voice, does that mean the families had a voice in this? I heard you say the providers did. Because you said something, expand the voice of community. What did you mean when you said that you wanted to expand the voice of the community? Because when I hear that, I'm thinking of the parents. And when you say that what do you mean exactly?

Adam North:

Yeah, yeah. Great points. I'll cross in.

You also heard my call for including a more formal process to include that FCC see themselves in this, right? I think that's definitely a major gap that we heard in our policy recommendation. So couldn't agree more.

Expand the voice of the community. What we are really trying to point out there, I believe, was that we're not... The UPK model calls for our flexibility in the delivery of UPK. But we were not sure that every community was necessarily delivering on that. So flexibility sounds like a good thing, but then also can it be dismissive of not implicitly asking for an expanded voice of the community? Are you actually having all voices in the community speak to this process? And so what we added or trying to expand is those family serving organization tools. Again, we're just gathering the tools and we're hoping that we can find models of individuals doing this well. And if our results are that it's not happening well, then a call to formalize the tools, the process, the regulations,

the guidelines, et cetera, et cetera, the directives that would create a better healthier pathway for the expansion of all voices within the community.

So it's kind of like we see ourselves as the vision says this is what's happening. Is there something in the in-between that we can be doing better to bridge it again as community stakeholders, ourselves as nonprofits that are just trying to fill in the gap between those two entities, I would say.

Deborah Corley-Marzett:

And by saying that, thank you, Adam, tells me that before this is implemented, it still needs to be... More information is to be gathered and gone over a lot better and longer before it's even implemented. You mentioned the flexibilities, trying to be flexible and my hope, again, no doubt as everyone knows, is that all providers are included in this and you said flexibility, let's just see what happens.

And again, I don't think it's quite ready because what you just mentioned, there's a lot of things that still need to be gone, included. And providers need this, and they want to know. Thank you.

Adam North:

Yes. Agreed, Deborah. Thank you so much.

Karin Bloomer:

Zoila, I see your hand.

Zoila Toma:

Be missed. Guys, now it's time to shh! while I speak. Okay.

I'm sorry. I'm in summer. Most of the kids are here.

Good morning everyone. Pleasure to be here. Thank you, Adam, for the presentation. That visual pie that you show, it's exactly what early childhood educators,... I'm seen. So it's not actually something new for us, but it's apparently something new that is being taken now in consideration. So I really appreciate that. We love children in education, and I think meals, for example, some children count on that when they go to school and that's very important. When it comes to the IEP for example, that's also another thing that matters.

As a mother of a child that struggle during school as an early age of kinder, and I never received the support. I think that's very important. But something that I think you guys need to have in consideration, is my daughter studied criminology and political science while she goes into that field, because it's a whole process to get into those government jobs and things like that. She's now working for an organization that works with children with special needs. She's been working with me since 16. She took psychology classes and she had done everything. So they love her work. She always get beautiful feedback from everybody that she's working around with, supervisors and staff. But guess what happened right now? Right now, it's summertime. From a full-time job, she went down to 17 hours a week. So what is she doing now?

She thought she was going to remain in this area until she find the job that she was seeking for her education. Now, that means that she's like, "Mom, maybe for the school next year, I have to be in another job." So this means that even those kids that she was working during school, now they're going to find that they don't have my daughter working there already. They have to now find another person to be reassigned to those children, because what? They don't have no support in the summer. Their hours are not as stable. So that means that... And it's the same thing in education. Unfortunately, it's the same thing. When I started child development, the classes were full. But where are those students now when they actually enter the field? You see the passion for education, that love for children. But when they enter in the field and they see that it's not a sustainable industry, that you cannot sustain your life from this industry, they look somewhere else.

So the issue is really, really big, because there's no support in there. Also, that paying... The low wages that we have in the industry for family child care, it's like myself, it's even worse. So that's another thing. What they were just mentioned, the partnership. I saw partnership there. But yes, it's other providers that have nothing to do with early childhood education. It's barely there in a sentence, but whatever you are bringing to the table right now, is something that we've been bringing to the conversation for decades. But then again, now that things are coming to place or want to start implementing policies and develop programs, we are pushed to the side.

And our name is kind of there, but it's just in the way to say it, "We're still thinking of you, but we are still not fully considering you guys." We are early educators and whatever you bring to the table, I appreciate it, but it's something that we've been bringing it forever. And this industry has started for the need of working families. But it looks like because of that, we are still not being taken in consideration of early educators. We're not being seen as educators, and we are educators. The industry started that way, but we have been developing, changing, adapting, and improving that industry.

Karin Bloomer:

Zoila?

Zoila Toma:

Yes?

Karin Bloomer:

I'm so sorry to interrupt. We do have a few more committee members who have-

Zoila Toma:

Yeah, one more second. One minute, one second. So to close this, you see what I'm doing here? I'm here fighting for providers education, the education system. I'm supposed to be working with children, but see what I'm doing here? So it's a lot, but I really appreciate the presentation. Thank you for bringing this to the table and to the conversation. Thank you.

Adam North:

Just want to say thank you, Zoila. Thank you. And so when I say they need to see themselves, the UPK plant is here. Zoila's voice right there. Couldn't be said better. Thank you.

Karin Bloomer:

Chair Mary Ignatius, I see your hand.

Mary Ignatius:

Hi, can you hear me okay?

Karin Bloomer:

Yes.

Adam North:

Hi, Mary. Nice to see you.

Mary Ignatius:

I'm having all of the technical-

... Hi, Adam. Having all the technical difficulties this morning. I'm really struck. I've been on this committee for, I don't know, two years, three years. And I think every single meeting we hear from the family child care providers, "We're being left out of UPK. We're being left out of UPK. We're being left out of UPK." I've heard it over and over again. And then when you have that slide that showed the different pathways to get to kindergarten and it showed family child care only through family child care education home networks, I was like, "This is what they've been saying this whole time." Validating every single provider who's begged and pleaded for the validation and the honesty that yes, in fact, the UPK system does not consider family child care providers outside of home education networks part of UPK. So I just want to thank all of the family child care providers. I'm sorry you've been hitting your head against the wall, begging for someone to validate your concerns.

That slide did it and it just was like, "Well, there it is. Now, everybody knows." So obviously, there's a problem with that. And I feel like... Just like Deborah said, "Where are the parents also?" Any community driven anything has to include those who are directly impacted. So I don't know what role parents played in any focus groups. The parent who's having to send their child to three part-time programs should be interviewed and heard from about what that's like, and how hard that is, and why they don't want that. It's just I feel really frustrated that we keep doing this. There are these projects and there are these things that are happening. And parents and providers... Or not all providers. Where are the FFN providers? They are also part of a UPK system. They're picking up children and bringing them between programs as well.

So I just feel like it's just the same old, same old. I didn't see anything about a goal around racial equity. I am not clear on what the purpose of this guidebook is or who the audience is. And I think my last question, is when we say UPK, is it a specific curriculum

by which the teacher, the provider, the program has to deliver in order for it to be considered UPK? And that's why it's exclusive to FFN and family child care providers? Who owns the word UPK? Who owns the curriculum? Is that curriculum even today's families? Is it doing what it needs to be doing? And there's Mychildcareplan[.org], too. Why isn't this getting integrated into Mychildcareplan[.org]? I'm sorry. I have so many questions, but I'll stop there.

Adam North:

Thank you. I just want to acknowledge the gift that those comments were doing a better job of drawing some of the points that my presentation did, which was exactly Mary, I was trying to show, "Here's the vision. Here's what's happening. Blank, blank, blank, blank, blank. Let's talk about some of the blanks." And so thank you for drawing attention.

Mary Ignatius:

Whose vision?

Adam North:

The initial UPK vision, not our vision. The CDE UPK master plan-

Mary Ignatius:

So it's CDE... It's somebody-

Adam North:

I think it's our...

Karin Bloomer:

There you go. Sorry, you're frozen, Adam. Want to go ahead? Shoot. Adam, you are frozen.

Mary Ignatius:

It was somebody else's vision. It's not our vision. I don't think it's anybody on this call's vision.

Karin Bloomer:

And just I want to make a note. I understand there was some challenges with the Spanish translation, and we're working on that right now. So just want to acknowledge being worked on. So my apologies. Adam, are you back? You were frozen there.

Adam North:

Oh, what a time to lose connection. I'm so sorry. I'm not sure where my comments got off. If I could just [inaudible], because it's very important. I heard whose plan, and then I started trying... I said we could look at a historical, where UPK come from. I think we knew we could look at the legislation, governor's proposal, all those things unpack

where it came from and how we race to keep up with it. So we're six community organizations that are trying to say, "Told what was happening, this is what's actually happening. Let's talk about all the blanks." And Mary identified some very powerful blanks in there. And so we are trying to create a pathway to say either, "This needs to be adjusted, or we need to do a better job of delivering so that everyone is seen under this particular plan." So all this feedback is very valuable to us. This is a living, breathing document that belongs to the community and we're working on it.

Tonia McMillian:

Adam?

Adam North:

Yes?

Tonia McMillian:

So I'll have the last question and comment with you. And I know that we are pressed for time, but it would be an injustice if I didn't add this with the other list of comments and feedback that you've received so far, because Mary did tap on the portal. I wrote the portal entry and the only entry for family child care, is through the networks. But you also made a statement about creating some stability due to declining enrollment. And how I interpreted that, it sounds like you guys are anticipating loss of enrollments for family child care providers. And that is a problem, especially when there are so many challenges in retention of family child care already. Am I reading that incorrectly? Or can you expand a little bit more about creating stability due to... What does that look like?

Adam North:

I think the policy-

Karin Bloomer:

Adam, I'll just interject really quickly too, just keeping in mind that Stephen Propher from CDE and his team will be presenting next. They may be in a position to share more about data on enrollment. But with that, please go ahead.

Adam North:

Thank you. So definitely, I will let Stephen speak to some of that. But I think what we're trying to say with the policy of recommendation, is raising awareness that this is a substantial shift in where children are being served across the state. So anytime you look at a shift that tremendous, you know that there's going to be movement of families. And so when you have movement of families, programs have the potential to be impacted So yes, family child care homes, yes, center-based programs and so on.

And so being aware that if those come to fruition, that we are mindful of creating supports so that we don't lose those individuals, center-based family child care or other that are invested in supporting young learners in their community. And so that might look like a Hold Harmless, it may look like looking at age groups served. It could look

like a lot of things here. But that is just the broad strokes of what that conversation is. We've been saying that, I think, since the beginning, is just to be aware that this is going to be most likely a shift of where children are being served.

Tonia McMillian:

Thank you. Thank you so much, Adam. We really appreciate what you've shared with us, and we hope that you can take our feedback and open up the discussion, so we can further this conversation. Mary, are you with us? Okay, I'm going to keep rolling.

Mary Ignatius:

Go ahead. Keep doing it, Tonia. I'm outside.

Tonia McMillian:

Okay. So in our next segment, we have asked CDE and CDSS to share some information about Family Child Care Home Education Networks, or FCCHENs. At the May 20th ECPC meeting, Stephen Propheter, director of Early Education Division of CDE, shared some of the recommendations from the UPK mixed delivery quality and access work group report, including one about involving more family child care homes and FCCHENs. This was of great interest to our providers. So we have invited Stephen to share more about the networks and Dr. Lupe Jaime-Mileham... Am I saying that... Okay. Thank you. Is here from CDSS to share a bit about the networks for the program CDSS administers. Stephen, thank you for being here and I'm going to pass it on to you.

Stephen Propheter:

Thank you very much, Chair McMillan. Good morning, everyone. First, thank you for inviting us to speak about the state preschool program, Family Child Care Home Education Networks. So I'm Stephen Propheter. I have the honor of being the division director of the early education division and working with the team with broad expertise in early childhood education in a multitude of settings. I'm proud to be joined this morning by two of those experts. So including Virginia Early, who is the administrator of the division's policy office, and Mary Loyola-Salcedo, a child development consultant who leads our policy work on family child care homes, as well as our lead for bargaining. I had the fortune of being able to join a little earlier, so I saw some things in the chat. And I think some of what you'll see here, we've got this on a later slide, there's this groundswell of interest in having family child care homes funded throughout the state.

And that's a vision that we share at CDE. We've got a slide; you'll see that I think we're in five counties for our State Preschool Family Child Care Home Education Networks. So we know that there's a need to expand access. Family child care is an essential part of access to UPK for California's parents of three and 4-year-old children. I say three and 4-year-old children, because that's where the state has kind of identified CDE's lead in the preschool area. So we have a couple of limitations, just statewide. So CDE doesn't get to appropriate money. We don't get to decide where the budget, where legislative folks and the governor put funding for different programs.

So CDE doesn't take funds from pre-K for enrollment in TK-12. I think I saw a comment on that. So I just want to correct that those are decisions that are made across the

street at the Capitol. And just a little bit more on the... We've got a couple more recommendations that you'll see in slides here. I mentioned at CDE, we value family child care homes as an essential option for families. There's no one size fits all, because families don't all look the same. We undertook a focus area on family child care homes in our State Preschool Program Improvements initiative, where we look at this as a priority area and we see that we've got low participation in family child care homes. So how do we expand access? What are the things that we can do within our administrative authority and what can we recommend to folks across the street to expand access to family child care homes? Which we know, like I said, is essential for California's families. Spoiler alert, it takes funding. That's a big piece of it, but we'll talk a little bit more. And I think I'm ready for the next slide.

Karin Bloomer:

I'm sorry. We just got a note, Stephen from interpreters, if we could just slow our speech down a little bit. I know there's so much to get through in a short amount of time, but just wanted to relay their request.

Stephen Propheeter:

Part of it is me. It's the coffee. I'm sorry, you all. Okay, I'll slow down. So we first wanted to start off by making sure that we've got some kind of common understanding about what the California State Preschool program is. So the state preschool program is part of California's universal pre-kindergarten, kind of what we envision as universal pre-kindergarten. It serves age eligible three and 4-year-old children. State preschool programs are required to meet a variety of program standards, including quality standards that are either provided in statute from the legislature or through regulations, which is kind a rulemaking process that includes public input. So that's state preschool at a super, super high level.

And then a brief intro into what a State Preschool Program Family Child Care Home Education Network is, or we'll say FCCHEN. So there's actually a definition in Education Code, and a FCCHEN Education Code Section 8205 means an entity organized under law, that contracts with the CDE to make payments to licensed family child care home providers, and to provide educational and support services to those providers and to children and families eligible for state subsidized early learning services. And then there's another Education Code Section 8223 that addresses specific Family Child Care Home Education Network requirements for state preschool programs. And I'll cover those in the next slides. Perfect. So state preschool program contractors provides services... When they provide services through FCCHEN, they're required to ensure that the family child care homes and the network provide following quality components. And we really see this as kind of a support. That's one of the benefits of a FCCHEN, is it should be a support for the family child care homes in meeting the requirements.

So some of those quality components are that activities are provided for the children that are age and developmentally, culturally, and linguistically appropriate for the children served. Appropriate care and supervision of the children is consistently applied. Parenting, strengthening, and engagement activities are offered to families. And then identification of child and family social or health needs, referral of the child of the family

to appropriate social or health services, as well as follow-up being conducted. And in addition, nutrition. And I'll say that these requirements, these also exist for our centers. It's true across state preschool. This is what the FCCHEN is required to support the family child care home in meeting these requirements.

And in addition, FCCHEN contractors are also required to provide training and support to the FCCHENs Family child care providers and staff, got to assess and support each family child care provider to ensure that services are of high quality and are educationally and developmentally appropriate. So that's kind of going back to those quality standards for state preschool and ensure that a developmental profile is completed for each child based upon observations of network staff in consultation with the provider and parents. Next slide. So state preschool program contractors that provide services through FCCHEN are responsible for following administrative activities. So recruiting, enrolling, and certifying eligible families, recruiting, training, supporting, and reimbursing providers, assessing and collecting family fees, should they apply. Assessing according to CDE standards, the educational component of the program offered in each family child care home in the network, as well as some monitoring requirements.

Because you don't know what to support if you're not monitoring and kind of seeing where that support may be needed. And then conducting periodic assessments of program quality. And I see that I'm going too fast again. Program quality in each family child care home in the network, and then providing data, and then reporting in accordance. And this is data and reporting to CDE in accordance with contract requirements. But we also want to make sure that the data is... There's certain data thinking about the desired results developmental profile is shared back with the provider as well to kind of scaffold learning. And I think I'm going to hand over to Virginia, who will probably do a better job of slowing down than I did.

Virginia Early:

Thanks everyone and great to be with you all. Virginia Early, I'm the policy administrator in the Early Ed Division. So I want to sort of talk about some benefits of FCCHENs. Starting off by benefits for contractors and the community in offering FCCHENs. So when programs are operating, first of all, it helps provide high quality learning opportunities to children who they might previously have been unable to enroll. They help programs fully enroll or expand their contract without having to stand up new employees or new facilities. Especially when we look at rural and geographically isolated areas. That's something where a FCCHEN can help. They help stabilize family child care homes in the community by bringing them together in a network that's providing some support. Helping leverage opportunities to blend multiple funding streams together and expand access to high quality services. And also, providing a continuity of care for children and families in mixed age settings, and if they're enrolled in a stable family child care home across multiple years. So on the next slide, there were a couple more that we wanted to highlight.

Yeah. Thanks, Mary. So also offering non-traditional hours of service. A lot of this you know, but we also want to help contractors understand what are the benefits if they do it? And we'll get into some of that more later. It gives more flexibility to the agency,

smaller home-like environment for the children, which could be useful for some children. Allowing siblings of varying ages to be placed together and provides opportunities for home language care. So next slide, going into the benefits for family child care home providers. So this is going a little bit deeper into what Stephen shared. So participating in a FCCHEN benefits the providers in it by offering increased professional development opportunities, offering coaching and mentoring, which could be in the provider's home, if that's convenient. Assisting with filling out the desired results developmental profile, assisting with things like development and implementation of activity plans or curriculum. Someone you can sort of brainstorm ideas with. Providing access to materials and equipment.

So on the next slide, I'll just show the counties that CDE, through the California State Preschool Program currently has FCCHENs in. So this is currently. As Stephen mentioned, we're currently working on trying to grow that, but wanted you to see what we have. So those counties are Monterey, San Francisco, San Luis Obispo, Santa Cruz, and Shasta. And as Stephen mentioned, we are committed at CDE to ensuring to the extent we can... And obviously as Stephen said, we don't have the ability to sort of appropriate money ourselves and we can't change state law ourselves.

But within the context of the authority we have, we are committed to ensuring that strong mixed delivery system and encouraging existing contractors, as well as potential applicants for new funding, to consider providing services through a FCCHEN to increase the number of counties on this list. And we'll go into that a little bit more later. So if you're a contractor or if you know a contractor maybe, this is what they would need to do. Or maybe there is an entity that's not a contractor and is interested in contracting to offer a FCCHEN, this is what essentially would need to happen to add to that list and hopefully, increase the counties. So there are really two pathways.

The first pathway is that current contractors for state preschool and new applicants who want to become a contractor for CSPP would apply for new funding as it becomes available and specify in the application that they want to offer services as a FCCHEN. It might be they just want to offer services of a FCCHEN or maybe they want to do a mix of offering center programs themselves and then supporting a FCCHEN. At this time, we're currently planning on releasing a request for applications later this year. One thing that my team is working on with the RFA team is, how do we uplift making sure that that's really clear, that that's something that's part of that that folks can apply for? So that's for new money. With contractors' existing money, contractors that currently have contracts with us can propose to use a portion of their existing contract funds for a FCCHEN. To do this, they basically would have to submit a program narrative change, and they would work with their assigned Program Quality Implementation. That's PQI, office regional consultant to make that change.

There there's some things that apply to family child care homes that are specific that have to be worked through, for example, reporting data into the subsidized provider report as one of those things. But the two main things that they'd have to do to start that process are submitting a program narrative change and going through those steps with their PQI consultant. Then they would need to recruit qualified licensed family child care home providers to join the network, support providers to make sure they're meeting the necessary quality requirements for the California State Preschool Program, and then

finally, recruiting, enrolling and begin certifying eligible families. So on the next slide, and I think this is where a lot of the comments from the chat are coming from, "How do you become a state preschool FCCHEN provider?" If you're in a county where there's an existing FCCHEN, start by making sure you have a family child care home license. You would need a current and appropriate Child Development Permit issued by the California Commission on Teacher Credentialing.

That is, at this time, that's an associate teacher permit at a minimum. Oh, and on the licensing piece, there would need to be no serious health or safety violation of the Title 22 regulations. If you're in one of those counties that we posted earlier and you're not sure who the FCCHEN contractor is, you can get in contact either the CDE or your local resource and referral agency to see who's operating a FCCHEN in the area and contact that contractor and ask about joining the network. Then work with that contractor to see what are the steps that are necessary to meet quality requirements based on the requirements of state preschool. Then the final step, of course, would be to sign a contract agreement with the contractor to provide services. So in light of all of this and the comments I haven't been able to fully read while I've been talking, we were looking at additional recommendations on expanding family child care home access. So I'll turn that over to Stephen to talk about that.

Stephen Propheeter:

Great. Thank you, Virginia. I think this is going to bring us to recommendations. All right. So I shared at the ECPC I think one or two of the recommendations, so we've got a couple more here. These recommendations come from the UPK Mixed Delivery Quality and Access work group, and so the work group issued recommendations. I'll caveat the work group that CDE was limited in the authorizing legislation around this work group in a number of areas. But the one that I think we found particularly challenging in coming up with recommendations is that it could not create new costs either at the state level or local level. As I said at the top, in order to be able to expand funding is a key part of that. So just a couple of these recommendations here. So one of the recommendations, and this is like the no low-cost variety is providing recommendations and technical assistance to state preschool program contractors on how to offer services through a FCCHEN. So that's going back to Virginia's slide.

So it's providing that guidance for how current state preschool programs could adapt their model to support family child care homes through a Family Child Care Home Education Network. Another recommendation is ensuring that state preschool program contractors and applicants are aware of expansion funding opportunities to provide services through a FCCHEN. I saw a comment in the chat earlier about establishing a FCCHEN and who can do it. This is really one of the areas I think that we've got to unpack a little more about, thinking about where to provide guidance because we've had contractors apply to operate a FCCHEN, but maybe this is a gap area that if we really want to expand to more FCCHENs, making sure that there's guidance out there that folks know how to do, what to do, all of those things. So guidance and information is really a key thing that we're seeing is emerging.

Another recommendation here is working with early learning and care infrastructure partners to communicate opportunities to join a FCCHEN to FCCH providers. I saw in a

chat, a question about whether the RFA would go out to QCC, Quality Counts California hubs. We always announce opportunities on our distribution list so that anybody who subscribes to our distribution list would get that information. But I think this recommendation gets more at, say, those Quality Counts California hubs, resource and referral networks, which are a key connector in communities as well as local planning councils licensing any place where a family child care provider may interact with already. Then the last item I'd highlight here is to modify the state preschool program Quality Rating Improvement System, Block Grant Request for Applications to include a stronger focus on FCCHENs. So we're probably beyond time. I think we do this every time. Every time we show up, we go beyond time. There's so much interest, and there's so much work that has to be done to ensure that families have access to early learning and care that meets their needs.

Tonia McMillian:

Thank you, Stephen. Thank you, Virginia. I'm going to ask everyone to please hold your questions because we're going to invite Dr. Lupe to come and share her part of this presentation and then we can ask questions to all three. So Dr. Lupe.

Lupe Jaime-Mileham:

Thank you. Noting that I probably had just as many slides as the Department of Education, but because they have covered some of the statute and background and et cetera, then I will not dive into that information and just give highlights in regards to the FCCHEN and then give the time also understanding that we're running over too. So again, happy to be here too. So for the child care development division, we have three specific contracts that can be operated through a Family child care Home Educational Network, and a FCCHEN. One is one that is 100% dedicated to just FCCHEN. It's called a Family child care Home Educational Network, which we reference as CFCC. We have operators the state for that one. The second one is a general child care and development, CCTR, and that could be operated either through a center or a Family Child Care Home Education Network.

The third one is the Migrant child care and Development, which is referenced as CMIG. Again, that can be operated both through a center as well as a Family Child Care Home Education Network. So those are the three. In terms of where we are with those, I did a quick note that we are in 24 counties. That includes Alameda, Fresno, Glen, Humboldt, Los Angeles, Marin, Monterey, Nevada, Placer, Sacramento, San Diego, San Francisco, San Joaquin, San Luis Obispo, Santa Clara, Santa Cruz, Shasta, Sonoma, Stanislaus, Tehama, Trinity, Tulare and Ventura. Apologies if I left anyone out of that list of that too. That represents about 11,153 children if we look at data from last fiscal year. But a reminder that we continue to have more FCCHENs as a request coming in when we release dollars for the CCTR RFA, we've had more agencies. These FCCHENs can be operated through a local education agency, or they can be operated also through a nonprofit.

So those are the individuals that are eligible to apply and then they can choose then to do this. I'm going to skip a lot of these because I think that Stephen had done justice. The last piece I would say is in regards to what type of supports that Family Child Care

Home Education Networks receive, that is through the contractor who then provides these. Many times, they provide technical assistance as well as training as well as coaching, so going to the home and et cetera to be able to meet some of the requirements outlined with CDE. For instance, they may be supporting them to together work on the developmental profile, the DRDP for the children and et cetera, or supporting them in regards to the activities or et cetera. So that may look different across the different contractors that administrate these contracts there. Then I think the biggest ask is, how can I be part of this?

How can I be involved if I'm the current family home provider and I would like to be able to participate? One is to find out from, and we can post this in regards to agencies that currently operate as a FCCHEN, so that I will take as a to-do list to take back because I think it'd be important data to notify which ones are out there. But as we are releasing new funding such as General child care Program, CCTR, understanding that the budget is tight, but when there is funding in the future on that, great opportunity to seek and connect with either local nonprofit or LEA to see how they can write to the RFA and include the support of being able to start a FCCHEN in those communities that are, especially for this spring opportunity to make sure that we're expanding and supporting the hours of families during this care. So I will stop there, but I am available to answer any questions.

Tonia McMillian:

So committee members, do you have any questions for Dr. Lupe, Stephen or Virginia? We are definitely over our time so we can get about five minutes because we have another guest here, and we want to give her time to present to us.

Karin Bloomer:

I see Deborah Corley-Marzett's hand up.

Deborah Corley-Marzett:

Thank you for that. Thank you so much for all the information. First, I just want to lead off, so I'm not mistaken, Stephen, you had mentioned that in order to become a FCCHEN provider, you need your Child Development Permit. Is that correct?

Virginia Early:

I think that was actually me, Deborah.

Deborah Corley-Marzett:

Okay, thank you.

Virginia Early:

Yeah, so you would need at least a minimum of the Child Development Associate Teacher Permit.

Deborah Corley-Marzett:

I'm hearing you clearly, and I thank you for that information. When it was said, I thought to myself, "Here it is, June of 2024, this should have been mentioned upfront. This should have been told to providers." Just think about this, when you UPK came to light providers and all of a sudden providers are thinking, "I'm losing my children." Again, as Mary pointed out that we've been saying for a long time, especially myself, why aren't family all providers included in this? I'm sitting there, and I'm hearing this information and I'm thinking, "You know what? Good grief, there's a lot of providers out there that had they known this a long time ago, that they may have taken the opportunity to even work on getting their permits so that when UPK is launched, because we know it's going to be launched, but yet it's not ready, that they would've been ready more prepared and had a better opportunity."

When Stephen in our last meeting mentioned about pathways, I wanted to know directly what are the pathways, including all providers? Because what I got out of the last meeting. So that's what I was hoping to hear, the exact pathways for all providers to be included on this. But there's something very important on this pathway that has to be done first, and that's that permit. I think that information should have been given out when we first started on this and barking up the tree of why aren't all providers included? That would've just really helped a lot of other providers, so I thank you for that. But I also would like to ask if you can, you had a lot of slides about the, excuse me, so much going on, you put up some slides about the benefit of being a contractor, being a provider, et cetera.

What I found interesting about all of those slides is that all of those slides and all that information apply to every single family that's a licensed provider as well as an exempt provider. Everything that's required for the providers to do, and the benefits are the same thing every other provider does. The only thing that other providers that are not in FCCHENs lack is that permit. Had that permit been brought up a long time ago, I think a lot of other providers would've started or started finishing our beginning, and hopefully this will open some of our eyes and now we understand more about what the true pathway of getting into the FCCHEN programs that are because you need the permit.

You guys gave us a lot of information. I have a lot of stuff written down, and I'm going to leave it at that. But that was really important information I feel that should have been brought up at the beginning of this conversation. I just want to note one more thing.

What I also find interesting is that since we've been doing the ECPC meetings, et cetera, for a while, there used to be so many more people engaged and participating in our meetings. So I think that we need to think about what we're doing, why we're here and how it's working to get more people engaged in what's going on. So thank you very much for that particular information. Family daycare providers, I'm asking you to reach out and find out how to become a FCCHEN provider. Oh, let me ask you this. Can I be FCCHEN provider and do both? Correct.

Virginia Early:

Do both what?

Deborah Corley-Marzett:

Can I work with agencies as well as networks?

Virginia Early:

Oh, if you have voucher like kids that are maybe getting a CalWORKs voucher and you also want to be a part of a FCCHEN? Yeah.

Deborah Corley-Marzett:

Correct.

Virginia Early:

I'm sorry-

Deborah Corley-Marzett:

Okay.

Virginia Early:

... Stephen, go ahead.

Stephen Propheter:

Yeah, I was just going to say yes, so yes to that. Then I wanted to chime in on the pathways. I'm sorry I'm not on camera right now. I had an appointment so that I head to. To answer your question about the permit, you bring up a great point, Deborah, and I think this is, as we talk about, as I mentioned earlier, there's the need to get information out there. That's one of the recommendations that was brought to light in the mixed delivery quality and access worker. So that's definitely part of what we're thinking. I would say, and Virginia could probably correct me if I'm wrong, but I thought I recall that in addition to the assistant or the associate, oh, goodness, I'm going to mix up assistant and associate, the permit, the teacher permit, I thought one of the pathways to getting that was also the CDA also qualified as an alternate. Virginia could correct me if I'm wrong.

Virginia Early:

Pulling it up right now. I don't remember the top of my head.

Deborah Corley-Marzett:

We need to work on getting that pathway more open for all providers can participate and make sure it's provided in more than 1, 2, 3, and 4 languages for everyone can be included. Thank you, everyone.

Virginia Early:

Yeah, and just to confirm, Stephen said so the Child Development Associate credential from the Council for Early Childhood Professional Recognition is an alternative pathway for the Associate Teacher Permit. I also put the link in the chat to the CTC webpage about permits.

Deborah Corley-Marzett:

Thank you.

Tonia McMillian:

Thank you guys. Thank you, Deborah. Zoila, we see your hand up, but we are running so short on time, so if you can put your comments in the chat, that would be helpful because we have one more guest who's presenting. So to help us think about the factors that contribute to successful collaborations between early care providers and school districts, we have invited Celine Krimston to join us today. Celine is the president and CEO of Educational Enrichment Systems, or EES. EES is a nonprofit child development agency that has provided early education programs to families throughout San Diego County since 1979. So Celine, we are wondering if you could spend the next few minutes sharing with us the programs you offer, which age groups you serve, how you partner with school districts to deliver these programs and what you see as foundational steps or policies needed to make this kind of partnership happen in our counties and districts in California.

Celine Krimston:

Good morning. Can you hear me okay?

Karin Bloomer:

Yes.

Tonia McMillian:

Yes, we can.

Celine Krimston:

Perfect. Perfect. Yes. So my name is Celine Krimston, and I'm the current president and CEO of Educational Enrichment down here in sunny San Diego. This summer, I am proud to share that I will be celebrating my 31st year with Educational Enrichment Systems. I started as a preschool teacher, and I'm very proud to present our experiences and our journeys with school districts, specifically with Vista Unified School District. We started serving a couple 100 children at a handful of sites in 1979, and we've grown to 19 schools, part day and full day serving children 0 to 5. So we have CSPP and CCTR contracts and we have a capacity for about 1300 students at this time. I'm not going to reiterate some of the things that everybody already knows. So we are a Title 5 program, so we do have very low ratios. Our teachers have obviously the permits that are required.

Many of our teachers have degrees, associate's degrees and bachelor's degrees. So we're very proud of the high-quality early education experiences that our children get to experience in our programs. We're also very proud that since 1979 we've had a whole child philosophy, and our learning is all through play. We're a very play-based organization, and so I'm really, really proud to say that that has been part of our philosophy since 1979. I've been asked to share our experience with districts with you, our journey and maybe some takeaways, but it wouldn't be fair if I didn't just save it. I believe she's on the call today. Robin Layton is our past president of 38 years. She

served with EES, and she created and nurtured many of the relationships that I'll be speaking about today. My role today is to share EES's journey. My larger role with EES is to continue on that legacy. I'm already a couple slides ahead of you, Karin.

Tonia McMillian:

I appreciate that, Celine.

Celine Krimston:

Yeah, maybe two more. Maybe let's get to the Heckman Curve there. I really wanted to share this Heckman Curve slide because it's all about partnerships and a shared vision. This slide for many years, the superintendent of Vista Unified School District, Matt Doyle, would share this slide with his administrators, with his principals and with his board. It just helped everybody really get on board and understand his vision of wanting to serve the youngest children in Vista and helping with his vision. So it was a constant education on his end. We'll just go to the next slide. I'm just really proud to share all about our partnership, and I just want to check in... I've probably had just as much coffee as Stephen, if not more. I just want to make sure that I'm talking slow enough for the interpreters.

Karin Bloomer:

We'll let you know if you need to slow down.

Celine Krimston:

Okay, perfect. Perfect. So with our partnership with Vista Unified School District, and it's not something that happens overnight, these partnerships and relationships, they all came in phases. So that first phase was partnering and networking as I shared before, Robin Layton, our past president, establishing and nurturing these relationships has been key. One of the key relationships was with Paul Miller in Kidango up in Northern California, having conversation of how he established these relationships with school districts and what we could learn from it. So we're just trickling that down. So that started with Paul and Robin, and now I'm sharing some tidbits with you all today. Vista Unified School District didn't have any contract. They didn't have a contract for CSPP or CCTR, and I think that's really key.

We didn't go into such a strong partnership with an agency at the time. This started back in 2006, 2007. We didn't go into a partnership with a district that already had contracts. They already had the ability to place programs on their campus, and we didn't want to be in competition with any other districts. But it's a win-win situation. So Vista Unified School District, they wanted high quality early education programs for children 0 to 5 so that children and families had a transition and a seamless transition as much as possible before they came to elementary school, and EES had funding for slots. So the next step in that partnering was learning about each other. What did Vista want? What did EES want? Vista Unified needed to learn about EES. So they went on a lot of different tours to see what we were all about.

We explained the DRDPs to them. We explained the foundations. We shared all about our philosophy and that that was something that we really weren't going to waver on just

because we were on an elementary school district campus. We weren't going to bend our curriculum and our philosophy to make it academically too rigorous for young children. We really wanted to stay true to our philosophy and our play-based curriculum. Then we started going on tours in Vista. What were the spaces that were available in the district? What would work for licensing? What would work for the elementary schools? What would work for us? What would work for the parents? So we started looking at spaces. We started with four classrooms on an elementary school campus. They were part-day programs, morning and afternoon, and then now we have 10. 10 part-day programs on elementary school campuses. We have four full-day sites, and one will be opening this summer.

As far as the agreements, there's some formal agreements. So EES and the Vista Unified, both of our boards had to come to agreements that we wanted to go into this partnership. Of course, one of the formal agreements is getting through licensing, but there's a lot of little agreements and conversations that are really important. So when you are a preschool provider on an elementary school campus, what does that mean to share the kindergarten yard? Well, kindergarten teachers and preschool teachers need to collaborate on a schedule so that everybody's getting equal time of the yard. What materials are we going to share? And for the principals, what does it look like that 24 sets of parents, because we have 24 children in the morning and 24 in the afternoon, what does it look like when all those parents and family members come onto their campus four times a day because it's a part day program?

They all come in at 8:00, at 11:00, at 12:00 and 3:00. And remember, this is 2008 when this started, and so the campuses were a little bit more open. We now have had to collaborate even more. There's one point of entry on every elementary school. So now our families sign in at a certain gate. The district needed to find a gate for us to come into the campus. And when the parents volunteer, or if they come at 8:15, they're later than when the teachers get the children from the gate, then they need to go through and sign in as a visitor. But there's other conversations too about nutrition. So we vend our meals through the district, and Matt Doyle and his team at Vista Unified had to have conversations with the kitchen staff. What does it look like that EES preschool classrooms need to have the meals provided to us in a way that we could still do family style service?

And then when we get into the operations, once we got started and our learning environments were all set up, then we had to readjust some of our training, we had to train our teachers and our directors at those sites. Because when people would walk past our classrooms or they would come in, you have to remember that the principals and the teachers collaboratively gave up a classroom for us, and the conversation was, "Well, they're just playing." And so we had to retrain all of our staff that when somebody walks past your classroom or when somebody comes into your classroom, if you've got Play-Doh on the table, you need to explain to them why Play-Doh's on the table. If you've got bubbles going on, you need to explain why bubbles are going on so that they understand that everything they're doing while they're playing is part of their learning and part of their growth to prepare for elementary school.

So that really helped us with the plan and collaboration. And then if we go to the next slide, once we had this plan, we actually came up with a formal transition plan where

the principals and our preschool directors meet on a regular basis. We were actually fortunate enough to start a liaison department with Educational Enrichment Systems, and we modeled it after Vista Unified School Districts Community Family Liaisons. And so our liaisons meet on a regular basis to help serve the families. The principals meet monthly with our preschool directors. They talk at the beginning of the school year. They remind them what the learning foundations are, they remind them about the DRDPs, and then they schedule events. So when Bobier Elementary has an open house, EES has their open house the same night. When there's Read Across America, everybody's involved. So all the events on the campus our children are participating in and sometimes our parents.

And so that was something that I know that Vista Unified was very excited about was the parent participation, especially for the parents that are part of our PAC. I can tell you from experience that some of the great leaders in the parent-led groups in Vista Unified School District were the leaders in our PAC. And so we're very proud of that. Our students visit the TK classrooms in the spring. The ELAC and PTA, they come and present to our PAC every year, and we're included in the community school meetings for those elementary schools that are deemed community schools now in Vista Unified. And then there's the collaboration of enrollment support. I believe it's been seven years now, maybe eight years. Vista Unified started an early education fair where every... It's in the spring, it's on a Saturday. Title 22, Family Child Care, Educational Enrichment System, TK, everybody's there. Everybody has activities. It's an amazing event. Thousands of families come every year.

It's a wonderful event, but it's all about the early educators and children zero to five in Vista and Vista Unified School District basically just giving them a warm welcome that they want to embrace them and include them in their district. And then I think I already mentioned that the preschool directors meet with the TK now. It used to be just the kindergarten team when we started, but now it's the TK and the K team. Then Karin, if we could go back to the next slide, and I can just talk a little bit about the P-3 continuum back to the Heckman curve that I mentioned earlier, Vista Unified School District, their P and P-3 is prenatal. And so they have these ongoing meetings within their district. The P-3 focus group, those are community organizations like Vista Community Clinic. There's some Title 2 programs. It's a true example, I believe, of mixed delivery. Family Child Care is involved.

Those meetings happen quarterly. There's a teacher research collaboration, which has really taken a turn since TK has become very relevant on the campuses of Vista Unified School District. It's all about the pedagogy. And the last couple of years, it's all about how children learn through play. And so that teacher research collaboration is EES teachers, TK, kindergarten, and then even some first through third grade teachers. And so a lot of the collaboration meetings are run by UC San Diego research teams, which is fantastic. We're also involved in the career superhighway that Vista Unified has where they have pathways for their students. And we're currently involved in one of their pathways, very intricately in that it's on a continuation high school, and they've contracted with Palomar Community College. Palomar Community College is coming onto their campus and teaching early childhood education to the high school students.

We just had two high school students do their work experience at our Vista Early Learning Center, which is licensed for children zero to five. They just finished all their work experience, and one of the gals already has six units, and her goal is to get an associate teacher permit by the time she graduates high school next year in June of 2025. And we're very proud of her. So we're helping them with that pathway. And then just that last bullet there, that Vista Unified School District applied for the early education teacher development grant, and they included educational enrichment systems in that grant. And so our teachers and support teachers and directors have all benefited with additional training and stipends to attend those trainings. And I think I covered all the bullets that you wanted me to cover, Karin, but there's my contact information if anybody would like it.

Tonia McMillian:

Thank you, Celine. Thank you so much, and congratulations on 31 years in this industry.

Celine Krimston:

Thanks.

Tonia McMillian:

Huge shout out and congratulations to you for that.

Celine Krimston:

Thank you.

Tonia McMillian:

So folks, I'm sorry if you have questions or comments, please put them in the chat because we have another piece of this meeting. And like I said, our time is running short. This has been the robust meeting this time. So we have a list of draft policy recommendations that we need to share with you from the May 20th ECPC meeting. And so we want to show you the list of needs that the council members and committee members and public voiced at that meeting. And I would love for you to let us know how they resonate with you. So Karin, just so you know, these still need to be refined and polished, but from a conceptual perspective, we want to find out what moves you, what stands out to you. So here we go. Recommendation number one, collaboration. A, build a comprehensive early learning and care mixed delivery system that integrates UPK in a manner that will tailor to the local needs of families.

And B, facilitate ways for school districts and early childhood education, (ECE) providers to work together to create good choices for families. Number two, pay. Create parity and pay and benefits. B, move forward with the alternative rate methodology. Number three. And please, excuse me, you guys, I got to move on through these. Three, training and coaching. A, provide coaching and access to coaching. Utilize professionals with the experience of successfully working with children. B, provide additional funding to hire coaches and provide training. C, provide more CSPP training for teachers who are now working with younger children. And D, provide training for

Expanded Learning Opportunities Programs, that's E-L-O-P, ELOP. Number four, pathways. A, provide pathways for family child care homes to join Family Child Care Home Education Networks, (FCCHENs). B, support ECE providers in transitioning to provide care to more infants through two-year-olds. C, create more education pathways for providers to provide programs as part of UPK.

Number five, information. Establish effective and formal ways for resource and referral (R&R) agencies to receive full information for TK, UPK, and TK so that R&Rs can give parents a complete and accurate referral. Number six, funding. Continue to advocate for not only maintaining funding to achieve UPK goals, but for additional funding. Number seven, early intervention inclusion. Provide all California children with inclusive and multilingual early learning experiences and strong early intervention services, regardless of setting or program. And number eight, transportation. Provide transportation for pre-K so families can have access to choices of schools. So like I said, these need to be refined and polished, but tell us what resonates with you. I'm going to open it up to our committee members right now, and we're looking for raised hands. Is there anything missing? I know that I went through that pretty quick.

Mary Ignatius:

Can I just ask the committee members... How do I ask this? Do these recommendations resonate with you at all? Do they feel they speak to what your needs are, what your solutions are, how you want to navigate UPK? And I especially ask the parents on the subcommittee because I don't feel like the parent experience is reflected in here. So I know we can't do that in, whatever, six minutes, but I think we might need another process or something.

Tonia McMillian:

I think so too, Mary. I feel like we need to revisit this and spend a little more time on it. This is so critical to the work that everyone does, but like you said, Mary, the parent voice is minimal to almost silent, in my opinion.

Karin Bloomer:

So just a thought too as committee members look at this and maybe provide some initial reaction. So these were the concepts that council members, committee members, and members of the public provided at the May 20th ECPC meetings. So that's the source of these concepts. In preparation for Donna Sneeringer and Dean Tagawa who had volunteered to put some policy recommendations together to bring back to the August 13th ECPC meeting, this is sort of the starting point for that. So certainly, one approach we could take, chairs, if this makes some sense, is to share this draft list with committee members and ask for additional input via email, again, in preparation to be able to provide that input to Donna and Dean.

Tonia McMillian:

I think that's a great idea. I think that's a great idea. What do you think, Mary?

Mary Ignatius:

Yeah, that's fine. I mean, what are these recommendations for? Is this going to then become a bill or is there some open opportunity that these things are going to lead to something? I guess I don't understand what the impetus is for.

Karin Bloomer:

Sure. So at the May 20th ECPC meeting where UPK was one of the central discussion items in soliciting input from council members, committee members, and members of the public around ways to just, again, realize family centered provider supported UPK, these were the concepts that came up. And so as Donna and Dean try to formulate these words some more to bring back, the idea would be for the council as a body to reflect on these and include it in, again, either a letter or in its annual report as advice to the legislature and the governor. That's my understanding.

Tonia McMillian:

So I'm wondering if Mary and a few agree with me, yes, yes, send this list out and let's share it with committee members. But I wonder, Mary, if you and I could have a meeting, a conversation with Donna and Dean just to get a little more clarity and depth of what's behind this.

Mary Ignatius:

I don't know if the Bagley-Keene thing would allow us to.

Karin Bloomer:

Yeah, I think one of you could meet. I see a hand from Lissete too, if you also-

Mary Ignatius:

If I can just say this last thing and then I'll be quiet. If you put the email in the chat and just... I would ask everybody who is listening, watching, who cares, who wants to see your solutions and your ideas reflected in this document, email, whatever the email is that Karin's going to put in the chat because if we're going to do this, it should come from those who are on the ground with children and who are dropping children off and have a stake in all of this.

Tonia McMillian:

Who it impacts the most. I agree.

Karin Bloomer:

With that, chairs, so we'll go through that process. And with that, chairs, is it okay to take a quick comment from committee member Lissete Frausto?

Tonia McMillian:

Yes. Hi, Lissete.

Lissete Frausto:

Hi. Good morning everyone. Are you guys able to hear me okay? Sorry, I have a Cocomelon playing in the background, so you might hear that. I totally agree with what Mary said. And I do also feel that we should be taking more time into getting input for this and more than anything, who it's going to impact the most, which are parents that are dropping off your children. And I had a past experience where my 10-year-old, well, she's going to be 10 in September, when she was in preschool, she was supposed to go to TK. But of course, at that moment I had the parent option of to either keep her where she was at or take her to TK. But then I'm like, "Okay, well, TK..." Excuse me if I'm saying the wrong terminologies, but I'm just trying to get all my thoughts together, just wanting to make sure that all the voices of families that are going to be impacted are put into this.

Because many families are being told about TK, about UPK, but then we're not knowing how it's going to affect them. Many working parents need full daycare. How is that going to look like? What are we going to do for that? We also usually need before care, before we drop them off at school. How is that usually done? I know for younger children it's usually not able to be done unless they have a sibling already enrolled in a higher grade. So taking all of that or taking anything, the struggles that families have now to be able to implement this because we don't want to make it even harder for families to be able to have care and have that stability and just bringing all the voices together. I think I do have more, but I will... Like Mary said, it's great if we can have an email address where we can probably for myself, create a document of even maybe also voices from parents at Kidango that will have prospective children going into these programs, what they think. I think that's the only thing I wanted to bring up.

Tonia McMillian:

Thank you, Lissete. Also, at the FFN, Family Friendly Neighbor, voice is not recognized at all. So I think we'll open it up five minutes for a verbal public comment now, and that will leave us three minutes to adjourn. So public comment, verbal public comment. We're opening up now.

Karin Bloomer:

Thanks, Tonia. I can name the names of the individuals who are raising their hand, if you could keep your comments to a minute or less just to try to be able to hear those many voices as we can in the short time we have left. The chat will remain open for written public comments, so please do take advantage of that. And with that, I see a raised hand, Sarina Lynn, we will unmute you and invite you to unmute on your end.

Sarina Lynn:

Hi, thank you so much for letting me speak. Sarina Lynn, also actually from Educational Enrichment System, then a mother of a four and a 7-year-old. I just want to encourage this committee and all members when we talk about early childhood education to talk about it. Even though California has decided to define UPK as preschool to kindergarten, that doesn't mean we have to. We should really be talking about it as prenatal to third grade and follow the research that shows that.

And so when we talk about our providers, we're siloing providers, Family Child Care homes, private, state, center-based by referring to early childhood education as UPK, as defined by California preschool. So I really urge us to, in the document you just showed as well, please put it's birth to third grade. And don't be apologetic about it. And it's really frustrating actually, but maybe they'll change it one day. And I don't know if my one minute is up, but birth, birth, birth. Start at birth and that will include all of the providers that have worked in the system for so long. And the inequity is really pronounced between the zero to two providers, the community-based providers, and the district providers because of pay parity and other items. So please refer to it as birth to third grade. Thank you so much.

Karin Bloomer:

Thank you. Looking for any other raised hands or in this physical room, any verbal comments? Would you like to? Please go ahead.

Lara Magnusdottir:

Sure. And I actually submitted some of my comments in the chat. I'm Lara Magnusdottir with 4-C Sonoma County and my comments really... It's a lot. It's a lot. But we have some data, there was some workforce data that was done in our county on the impact of the transitional kindergarten on Family Child Care providers and on centers. And 72% of other centers saw a decline in enrollment of four-year-olds and 42% of Family Child Care providers saw that decline. So that's very significant. And we get calls from centers all the time that are folding and are struggling because of that. And I also want to say that we have 40 school districts in our county, and we partner with a lot of them. We are subcontracting. We provide our contracts on campuses and this year we're moving two or three centers. We always have to be moving centers because of changes with the schools and it is a very costly and a very difficult thing to do. So that is just something to keep in mind because we're always the ugly stepchild on campus in a way.

Karin Bloomer:

Thank you. Thank you for your comments. We have one more hand, so we'll take this comment, if you could a minute, keep it to a minute and then we'll turn it back to Chairwoman McMillan. Tessie Ragan, we've unmuted you. You can unmute on your end, please.

Tessie Ragan:

Hello, my name is Tessie Ragan . I'm actually on the commission for Excellent and Early Childhood Education that is being sponsored by NACI. And one of the things that I wanted to bring up is the fact that a lot of the stuff that's been happening within the early education community in California, it's not equitable. They keep saying that it's equitable. They say that they want to be equitable, but there it's actually a framework that's being developed. Family Child Care actually has an accreditation body that is professional and ready to use that is not recognized or told to Family Child Care educators, they're not referenced at all.

I think that the fact that... I'm a military person, I've moved around from different countries, I've done this in different states, and the fact that we are still not being represented at all at any level in a way that actually makes a substantial difference or a change within the system is a continuous kick in the face. Yes, ma'am. Wash your face. And I do not like that I have to always qualify that I do have education. Only reason I was able to get a bachelor's degree and a master's degree was because of the military. But that's not everybody's story. And if we do not have extra pathways that the unifying framework actually allows for, we are going to continue to lose highly qualified, educated individuals within here and within the field. Thank you.

Tonia McMillian:

Thank you, Tessie. And members of the public, thank you all for your written and verbal input today. Your participation is so important to this process. And so to my fellow members of the ECPC Parent and Workforce Advisory Committees, thank you for your insights today and your continued dedication to this cause. And with that, this meeting is adjourned.

Karin Bloomer:

Thank you, Tonia. All done.

Mary Ignatius:

Well, until you guys cut us off, I just want to say, at least I know for Tonia and I, we see all of you, we see all of the providers in whatever setting you are providing care. We see all the families and if we want to... These rules in this system, they were not designed by us. And so we are committed to reshaping those rules to make it work for all children, all families, all early educators.

Tonia McMillian:

Amen.

Karin Bloomer:

Thank you, all.

ENDS [12:00:08]