



CDSS CHILD CARE TRANSFER
STAKEHOLDER LISTENING SESSIONS
SUMMARY REPORT



Table of Contents

BACKGROUND	2
OVERALL THEMES FROM SESSIONS.....	3
THE CHILD CARE SYSTEM NEEDS STREAMLINING, SIMPLIFICATION AND ALIGNMENT:	3
CREATE A “NO WRONG DOOR” APPROACH FOR FAMILIES.....	3
MOVE FROM A CHILD CARE SYSTEM OF COMPLIANCE TO A FOCUS ON POSITIVE FAMILY BENEFITS.....	4
DISMANTLE SYSTEMIC RACISM AND MITIGATE INEQUITIES	5
SESSION 1: CHILD CARE AND DEVELOPMENT CONTRACTING	6
SESSION 2: ISSUES IN RURAL COMMUNITIES.....	7
SESSION 3: EQUITY WITHIN THE CHILD CARE SPACE	8
SESSION 4: WHOLE CHILD WHOLE FAMILY	10
APPENDIX A: METHODOLOGY AND DATA ANALYSIS PROCESS	12
APPENDIX B: BREAKDOWN OF SESSIONS AND PARTICIPATION.....	13

Background

To help achieve the vision of a more coordinated and integrated early childhood system, the California Legislature and Governor Gavin Newsom transferred multiple child care and development programs currently administered by the California Department of Education (CDE) to the California Department of Social Services (CDSS), effective July 1, 2021. The Legislation that enacted these changes identified goals of “promoting a high-quality, affordable, early childhood system designed to comprehensively and effectively serve children and families.”¹

The voices and perspectives of families, the child care workforce, and other stakeholders are central to creating a more equitable, responsive system. CDSS, in continued partnership with the California Department of Education (CDE), is committed to designing and delivering the integrated programs in ways that build on the work moved forward by CDE to better meet the needs of children, families, contractors, the workforce and other stakeholders. These true experts in the system – as they experience it every day – have already provided essential feedback and ideas for how to redesign services to be more responsive, effective, and reflective of community values and priorities.

To date the important voices of over 1700 people have weighed in to share their stories and experiences - including families, child care providers, child care provider unions, counties, alternative payment programs (APPs), resources and referral programs, food and nutrition programs, advocates, county offices of education, TK-12 stakeholders, First 5 California and local commissions, and stakeholders who work with other programs including Head Start and Early Head Start and the State Preschool Program (CSPP).

CDSS, in partnership with CDE, has created many ways for people to contribute, including a focused webpage, surveys and comment forms, quarterly webinars, listening sessions on topics chosen by stakeholders as most pressing, and workgroups and stakeholder meetings. This document summarizes the listening sessions on four key topics that reflect areas of pressing need as identified by stakeholders:

- Contracting: 1055 participants
- Issues pertaining to Rural Communities: 160 participants
- Equity within the Child Care Space: 360 participants
- Whole Child Whole Family (WCWF) Approach to Child Care: 220 participants

The sessions were designed in partnership with diverse stakeholders, supported access in Spanish, used culturally relevant approaches, showed results of live polling in real time during the sessions and afterward on the website, and were offered by Zoom or WebEx to accommodate broad participation virtually. The questions posed to stakeholders in the listening sessions as well as poll and survey response options were developed by the stakeholders who supported the design of each listening session. CDSS is committed to transparently sharing this feedback publicly and using it to inform decisions around the transfer of programs. This feedback, as highlighted below, contains recommendations and

¹ Early Childhood Development Act of 2020; SB 98, 2020 pt 1.7, 10202a, 10202b

considerations that have been lifted by a diverse community of stakeholders and do not necessarily represent the views and priorities of the Administration. The Methodology and Data Analysis Process are outlined in Appendix A.

Overall Themes from Sessions

There were three themes across all four listening sessions that were consistent across participants in discussion, chats, and polling regarding the child care transfer process:

- The need to streamline, simplify, and align California’s child care system;
- The need to move from a child care system focused on compliance to one that is focused on positive outcomes for families; and
- The need to dismantle racism and mitigate inequities for everyone in the child care system, and most importantly for the most vulnerable children, families, and providers.

These themes are elaborated upon below with statements and stories from participants at each session. Recommendations from session participants are woven throughout this report.

The Child Care System needs streamlining, simplification and alignment:
Create a “No Wrong Door” approach for families

Panelists and participants in each session frequently told stories of parents and families who were overwhelmed with trying to navigate so many systems to help their children and themselves, and consistently getting blocked, lost, or giving up. Story after story was told of child care providers, administrators, and advocates who could not help families through a complex web of applications, regulations and services:

“Whatever door a parent is coming through, there should be no wrong door...this has to stop.” (WCWF session, panelist comment).

“We need to realize that in many rural areas, there may only be a “one stop” agency that does it all, and if that agency goes down, it takes all services with it...We have to make these more streamlined and equitable for rural and tribal populations” (Rural Communities session, chat comment).

“There are so many closed doors...We need to co-locate child care with other facilities and services that families need. In addition to a trauma-informed approach, partner with social service agencies, public health agencies, mental health agencies and law enforcement” (Rural Communities session, chat comment).

“The experience of that first door entered is so important... So the “how” families are welcomed, including where they receive services can also shape their relationship with this large integrated system.” (WCWF session, chat comment).

“As we look to transitioning child care, we should look to consolidate funding so there is ONE SOURCE OF FUNDING. If we are in fact bringing equity and equality to all these children, we

need to set up a system that works, and need the funding to access this...We have to stop the discrimination of children” (Contracts session, discussion comment).

“One of the issues we are looking at right now, is the inequity of family fees...Who is paying those fees? The majority are low income mothers of color. And child care providers who are being forced in this position to collect these fees often by reducing their paychecks and assuming they will get paid, but then they don’t take the payment because they know that money means food, medication and services for those families. We have to really ask ourselves, are those the people who really need to be subsidizing child care?” (Equity session, policy panelist discussion).

Move from a child care system focused on compliance to a system focused on positive family outcomes

Panelists and participants want to create a culture of partnership with all stakeholders involved in these complex systems, especially providers and parents; one participant coined this as a *‘Togetherness System.’* Participants voiced that the current child care application, contracting, and funding system is based upon the assumption of fraud. Many spoke of the need for a shift in mindset and beliefs, and emphasized the need to work in partnership with families.

Several participants shared stories about families and their current challenges with COVID and working with multiple agencies, and suggested that the solution was a complete system shift in mindset:

“In order to build a strong community, one should invest in its people.” (Equity session, panelist).

“The system sets people up to break the ridiculous, draconian rules to get their basic needs met.” (Contracts session, chat comment).

“I was feeling overwhelmed...and thinking there are so many tasks that still lie before us...and I think it’s good to prioritize the work before us. Resources, tasks, power, effort, we continue to try doing it all at once. Those of us in the field, we aren’t seeing anything new... We need prioritizing and highlighting our efforts so we don’t continue to dilute the knowledge, wisdom, experience of those that have been in the field...and become partners with families in need.” (Equity session, chat comment).

“These families are looking for helpers, and we have that opportunity...We need to carry that culture with us every day.” (WCWF session, chat comment).

“Shifting the culture from compliance and monitoring to truly supporting families with what they need to make life easier is critical. Trusting families doesn’t reduce integrity of the program!” (WCWF session, chat comment).

Dismantle systemic racism and mitigate inequities

Throughout all sessions, panelists and participants voiced a consistent concern that the current child care system reflects individual, institutional, and structural racism. Most notably, many participants voiced the difference between equity and racism, and acknowledged that speaking the truth about racism is unnerving, but desperately needed:

“Historically, providers and parents are the most in need and take the brunt of horrible outcomes...this is what systemic racism looks like.” (Contracts session, child care provider and panelist).

“A lot of it has to do with the welfare queen stereotype that has permeated our social welfare system for over 4 decades. Racist, sexist, classist trope that blanketed low income women, especially black women, has really permeated policy making...It’s our job to really dismantle those policies. Part of dismantling is to ensure that folks on the ground who are implementing policies feel free to do so and aren’t afraid to do so without fear of an auditor coming in.” (Equity session, panelist).

“It is critical we provide a deep understanding of the history of inequities, and ensure cultural relevancy and proficiency...We need to allow families to trust this system and follow it.” (Rural Communities session, chat comment).

“I’m tired of experiencing racism because I speak a different language, or watching families fall through the cracks because they do.” (WCWF session, survey comment).

“It is imperative the DSS conduct a deep dive to the barriers and equity issues that currently exist, so expanded system is not built upon institutional bias and inequities we have been discussion.”(Equity session, chat comment).

“I’d like to see more explicit acknowledgment that the field is composed primarily of women of color, and we’ve placed an entire economic driver of society on their backs without giving them compensation or the recognition or resources for doing their job well.”(Equity session, chat comment).

These themes yielded a collective set of recommendations. Panelists and participants in all sessions emphasized the need for a complete overhaul with a simple, single-entry application designed intentionally to respectfully and responsively meet family needs and implement a new approach to designing and delivering care, funding, and resources. The following is a cumulative action list from participants to achieve these goals through the program transfers:

- Create a uniform enrollment mechanism for all services with shared communication and data across services
- Create a seamless contract and funding transfer ability across agencies, counties, and programs.
- Create policies and funding streams to support child care and development programs as hubs to access diverse community services in one place with one entry point.

- Amend family fee collection policies to alleviate burdens on providers and parents.
- Have child care subsidies follow the child, especially when the child moves from county to county.
- Streamline eligibility requirements and remove barriers.
- Streamline licensing standards.
- Streamline the transfer process between the stages of child care (Stage One, Two, and Three) and contract types .
- Design and implement an equity-based data gathering approach and sharing of this data across systems.
- Provide better tracking of referrals to services and follow through to make sure families can access services that meet their unique needs.

With this context and the overarching themes in mind, additional feedback within each session about each content area is elaborated upon below.

Session 1: Child Care and Development Contracting

Sample of Statements from Participants:

“We need to become effective advocates in this time of change when there is a complete failure by our federal and state governments to adequately fund our low income and most needy parents...The only way we fix a lot of these substantively is to have an adequate, simple funding system.” (Contracts session, chat comment).

“Early childhood education centers can serve as a community social network. We have done this during COVID-19. Every family, even those not enrolled, have used our services to get their children through this nightmare pandemic. We have been a light in the darkness. Child care centers are community networking hubs and should be a one-stop shop.” (Contracts session, discussion participant).

“Much of our contracting system is shaped by funding and state policy...We should be looking at suggestions from the field that have been paused or forgotten.” (Contracts session, panelist).

“We need to build a system where the culture is of safety and trust, and be supportive of families and hold them together...and build upon meeting the needs of families and children, not the administrator’s needs and burdens.” (Contracts session, panelist).

“We want parents and providers to understand contracts, which should be written at 6th grade reading level, and provided in threshold languages following the bilingual services act.” (Contracts session, panelist).

“One priority to consider for equity would be to separate early education from “child care” services, especially for today’s employment landscape...how can we help providers that serve non-traditional hours with developing a program that aligns with the foundations?” (Contracts session, chat comment).

“Competition between [local education agencies] based providers and private providers needs to end. Private providers invest so much personal money and deserve these investments to be respected. A provider should never have to worry about losing an investment because of a regulatory change” (Contracts session, chat comment).

Recommendations from the polling, post-session survey feedback, chat comments, and speaker comments aligned to session questions and objectives and included to:

- Focus contract redesign on what is positive for families and promotes equity
- Simplify regulations, align funding terms, and streamline reporting
Allow seamless transfer between programs (AP, State Preschool) and better coordinate funding with other funding streams (Head Start) to streamline administration and better serve families
- Clearly communicate guidance to agencies around transition and create clear communication with contractors to ensure no disruption of service
- Align State Preschool (at CDE) and the new Child Care and Development division (at CDSS) and create transparency and consistency in communication and guidance efforts
- Expand facility funds to help create space for new families
- Invest in capacity building and technical assistance to support continual progress and best practices for all stakeholders.

Session 2: Issues in Rural Communities

Sample of Statements from Participants:

“There are so many closed doors...we need to co-allocate child care with other facilities and services that families need, in addition to a trauma-informed approach, partner with social service agencies, public health agencies, mental health agencies and law enforcement.” (Rural Communities session, chat comment).

“Rural areas and tribal communities cannot benefit from ‘economies of scale’ in all things, including technology, connectivity, and services offered...Rural internet makes it difficult to interact by ZOOM or other platforms with limited broadband.” (Rural Communities session, chat comment).

“We need to realize and be respectful that Tribal partners have a lot on their plates and don't always have the time or staff to engage in lots of meetings or emails. Persistence and patience on the non-tribal partners end can be helpful if done with respect.” (Rural Communities session, chat comment).

“Our families are California poor.” (Rural Communities session, chat comment).

“Our consultants have come to know our counties really well and have the knowledge base needed...for a lot of us, we are all departments (fiscal, programmatic) and that ties into any limits on changing reporting structures, those things really impact us and where we are.” (Rural

Communities session, provider discussion comment).

“Most of our providers are serving children and families with some type of trauma...Navigating this change [transfer] while also dealing with multiple emergencies and COVID for long periods of time is just too much to manage, they need time to heal.” (Rural Communities session, chat comment).

“COVID has taught us the necessity of having the ability to quickly purchase emergency supplies and we need flexibility in use of funds during an emergency...Almost none of us could finish in-person trainings, but could not use the cost savings for getting supplies into providers hands right away.” (Rural Communities session, chat comment).

“I do like how with COVID we have more opportunities to participate via virtual meetings, opening up conversation with others within the state and nation to learn how others are operating... this is a great way to collaborate with those that we might not have had the opportunity to collaborate with”(Rural Communities session, chat comment).

Recommendations from the polling, post-session survey feedback, chat comments, and speaker comments aligned to session questions and objectives and included to:

- Have funding available to use for disasters to prevent economic collapse
- Have licensing agencies work with state fire marshal to ensure fire inspections and requirements are standardized statewide (as mandated by state law)
- Provide flexibility during emergencies to shift resources to most urgent needs for providers
- Create tools and supports to successfully engage tribal partners
- Clarify how programs will be evaluated and provide adequate time to respond to program and policy changes
- Eliminate unfunded mandates
- Address lack of broadband infrastructure in rural communities
- Provide facility improvement funding for home-based centers
- Utilize partnerships already in place in tribal and rural communities
- Create a transparent skeleton of milestones for transfer process to be completed
- Keep funding flowing during natural disasters, pandemic, and give flexibility in use of funds during emergencies.

Session 3: Equity within the Child Care Space

Sample of Statements from Participants:

“One need to only look at the Issues and statistics to understand inequity in this system: In California, 20% of children live in poverty, almost one-third of LatinX children, and 28% of black children live in poverty. How do our systems contribute to this? Access, discipline policies, wages and mobility.” (Equity session, administration panelist)

“Equity is not anti-racism, and equity doesn’t solve racism...that misses the mark. I know equity as a word is palatable, much more, say, than racism, and staying comfortable isn’t going to make a change. So to my fellow people here who are not white, resist moving through this process in the way we have become so accustomed. Editing ourselves to make white people comfortable doesn’t work, and for our white colleagues, lean in to your discomfort and make change.” (Equity session, policy panelist)

“If we don’t start addressing the suppression of African American history, then we are going to find ourselves in a place where we are repeating some of the same mistakes that have been made generation after generation...we have to come from a place of reality. We are in a time of reckoning and awakening, but we also have an opportunity right now as we address and rebuild so many of the problems, institutional problems, we are in an amazing place where we can make the change.” (Equity session, provider panelist).

“We need the support of the state as we help many families to get ahead. We need to be recognized as we are risking our lives every day and giving the best service to children and families... We need better salaries and referrals to all providers.” (Equity session, chat comment translated from Spanish).

“It is important to call out racism [the "R" word].... Sixty percent of children in our state come from families where English is not the first language, and yet this has been largely overlooked. Who are the decision-makers? Equitable distribution of funds and resources is where the rubber hits the road. We can have no more cosmetic and empty references to "honoring the language and culture of children" without changes in practices.” (Equity session, chat comment).

“The English-only policies and normalization of anti-immigrant, anti-language attitudes and practices within and among all communities is like racism for Black Americans, but perhaps not seen as visible or as significant, and must be addressed with specific changes in practices and not just "understood" and “acknowledged” and not allowed to be given just lip service.” (Equity session, chat comment).

“I think we also need a class analysis in these conversations...race and class are inextricably linked, because race and racism is used as a way to create a permanent underclass by creating policies and administrative practices that have historically limited opportunity for non-white individuals. I understand that we want to meet those with the highest needs first, but testing access to education is a poison pill because it creates a wedge between those who are poor and qualify for subsidized services and those who are still poor, but not eligible and can’t afford care.” (Equity session, chat comment).

“I don’t want to send my brown and black kids to CDC programs to experience racism and be routed to lower wage careers and prison pipelines.” (Equity session, provider discussion).

“For Title V direct contractors, this will only apply to children 0-3 because preschool is remaining with CDE. So again, we are fragmenting the system once more. Directors will now have to contract with two agencies which may have different requirements, goals, and processes... It

seems that the state could be building an inequitable system through the transfer to the CDSS programs.” (Equity session, chat comment).

Recommendations from the polling, post-session survey feedback, chat comments, and speaker comments aligned to session questions and objectives and included that:

- CDSS should conduct an internal audit of its current capacity, and identify the internal weakness that lead or contribute to institutional inequities. This would include: demographic data for staff at all levels that include languages spoken, years of service, efficiencies/disciplinary actions, professional experience and preparation (child development birth to 12, small business management, resource mobilization and utilization).
- Respect the youngest children in this system and create a certificate for providers who are working with infants and toddlers to create stronger, more equitable care, including increased wages for providers.
- CDSS should focus on short and long term changes to promote equity with the following stakeholders as priority:
 - Families in poverty
 - Children and families of color
 - Children with disabilities and their families
 - Unhoused or families and families facing housing insecurity
- CDSS should focus on identifying short and long term changes to promote equity with the following actions:
 - Provide mental health, behavioral and anti-bias training to reduce discipline against brown and black boys
 - Increase compensation for the child care workforce, including benefits
- CDSS should focus on the following components of child care programs to support an equitable transfer for child care providers:
 - Increase child care subsidy base rates
 - Streamline licensing standards
 - Give providers resources to more effectively serve children who have experienced trauma, who are dual language learners (DLLs), and children with disabilities

Session 4: Whole Child Whole Family

Powerful Statements from Participants:

“I was not able to afford child care with two babies while I was working...if the [WCWF] approach would have been in place, things would have been different. I could have had a family navigator, a regional center, identified speech delays sooner, connected with therapist and family resources that would have also matched our cultural and linguistic needs. It took 4 years without this in place. My son entered kindergarten behind and with behavioral issues...It’s been so hard for me to navigate all these systems, and I don’t have language barriers. I placed myself on a waitlist, and I got a call after 4 years that they could place my son, but not my daughter, and it came during COVID. I made the decision to keep him home because we were living with

older family members. The [WCWF] could have also connected me with WICK, helped with emotional issues, pregnancy issues...we really needed this.” (WCWF session, panelist comment).

“A whole family approach is critical to keep families thriving! We MUST create a system that reflects what their whole family needs and developed by the parents and providers who have for far too long been left out of the conversation!” (WCWF session, chat comment)

“You can’t really raise your child correctly without being ok yourself. I’m on unemployment, looked for a therapist, I can’t get aid if I’m on unemployment or food benefits... it just makes it harder. I just need help. There are so many barriers of what you can and can’t have access to...therapy, food, help for my son... this all falls under the same umbrella. I need help with all of it. I wonder what we do to really help families without them feeling like they are losing?” (WCWF session, panelist comment).

“There was a time when a CalWORKs recipient had 3-4 different caseworkers who worked together as a team to support a family. Today you could have a different caseworker every time you call and it’s mostly voice mail and when you go into the office, the first thing you see is a security guard or a metal detector...We need to put HUMAN back into human services.” (WCWF session, chat comment).

“I’ve been impacted by COVID as well. Some people can get child care on welfare, some can’t. When you get child care on welfare, and then you get a job, you are forced to pay for housing or child care...there are so many huge barriers. I waited two years to be on the list...There is no way to use the same paperwork from child care for preschool, and we are always on a waiting list. We need to come together as a team with parents and the providers to make a system that works for all of us and doesn’t mess up our kids.” (WCWF session, discussion comment).

“Lost paperwork, no one to talk to, and then getting the run around when my family is in crisis is NOT support! Hearing this and experiencing this makes me feel helpless! I want to feel empowered with a system that supports me! “(WCWF session, chat comment)

“STOP the welfare queen way of thinking! It is insulting and assumes fraud and the FACT is the overwhelming majority of parents and providers are doing everything they can to make a better life for their family. Always assuming fraud makes our system overburdensome! “(WCWF session, chat comment).

Recommendations from the polling, post-session survey feedback, chat comments, and speaker comments aligned to session questions and objectives, and included the following key supports to respond to COVID 19:

- Eliminate family fees (permanently if possible)
- Increase access to emergency child care for essential workers and children from “at risk” populations
- Support providers experiencing mandatory closures due to exposure to COVID 19
- Provide stipend payments and direct fiscal support to providers to offset lost revenue or pay for additional costs

- Expand access to PPE and cleaning supplies for providers
- Prioritize access to COVID 19 vaccine distribution (Phase 1B)

Recommendations also focused on how the transfer can create more connections for programs that support families and children by:

- Creating navigators to assess families' eligibility for all programs and guide parents to get what they need.
- Coordination and data sharing with agencies
- Asset mapping to identify best source for information and services
- Partnerships with existing centralized services
- Creating safe and secure environments for families to get services
- Providing all services through a trauma-responsive lens
- Providing professional development to CDSS and CDE staff on key topics (e.g., trauma informed practice/delivering services with a trauma-informed lens, anti-racism and anti-bias training, meeting the needs of children with disabilities and their families)

In addition to the feedback provided in the sessions, stakeholders expressed appreciation for the welcoming of feedback to inform the transition process. Stakeholders specifically requested ongoing engagement and partnership to inform the transition through strategies such as:

- Continuing listening sessions as appropriate on key topics
- Working with Every Child CA, which represents a majority of the contractors being transferred to CDSS
- Looking to other collaborative work in process that is addressing primary prevention strategies (e.g., mental health, physical health, child abuse prevention, reducing ACEs)
- Evaluating every decision from the parents' perspective, and taking into account how trauma may be impacting them
- Designing and providing ongoing feedback loops with families, providers and other collaborators.
- Sharing drafts of reports with people who use or deliver the programs before finalizing the reports with recommendations to ensure they accurately reflect needs.
- Sharing pilot programs and/or models that are innovative and might work more broadly.

Appendix A: Methodology and Data Analysis Process

Methodology

DSS gathered stakeholder data during the listening sessions that was analyzed to inform the findings and recommendations. Each session had research questions designed in partnership with stakeholders. The sessions included panel discussions of speakers that provided common language and background information, live polling so participants could see results instantly, facilitated discussions, public comments in live chat, and highlighting of pressing questions. Across these strategies data gathering included:

- Results from the live polling that summarized group feedback;

- Notetakers for each session (including researchers) documented themes and stakeholder perspectives;
- Organizers facilitated the chat feature throughout sessions and voiced key idea; and Surveys were provided at the end of each session and were left open after the sessions

Data Analysis Process

A phased inductive interpretive analysis approach (Hatch, 2007; Miles, Huberman and Saldaña, 2013) was used:

- Phase One: Listen to all session audio recordings, complete *en vivo* coding related to research/guiding questions from sessions, analyze notes and transcribe salient quotes.
- Phase Two: Analyze all poll and chat data and determine themes; note outliers to be further explored.
- Phase Three: Review and coded all data with identified themes, discuss first draft participant data and reach consensus.
- Phase Four: Create draft summary brief of overall themes and further themes of each session organized by salient quotes and recommendations.
- Phase Five: Member check draft summaries with key stakeholders from each session to verify analysis and bolster summary results.

Appendix B: Breakdown of Sessions and Participation

Contracts

The two-hour *Contracts* Listening Session occurred on October 2, 2020 on the Webex online platform, and over 1000 participants attended this session. This session included panelists related to the current CDE contract process: Tonia McMillian, Child Care Provider and Chair of ECPC Workforce Advisory Committee; Donna Sneeringer, Chief Strategy Officer Child Care Resources Center (CCRC), representing Alternative Payment Programs; Nina Buthee, EveryChild California, representing Direct Service Contractors; and Mary Ignatius, statewide organizer, Parent Voices and Chair of the ECPC Parent Advisory Committee. The session was facilitated by CDSS staff, and was centered around the following guiding questions:

- *What equity issues should be considered as the contracting process is evaluated and transitioned?*
- *How can Departments minimize disruption and ensure a smooth transition for agencies, providers, and families when the transition occurs?*
- *How can we ensure that agencies with contracts from CDSS, CDE, Head Start and others have a streamlined process?*

Based on poll data, the following professionals attended this session:

- County Human Service Departments
- County Offices of Education
- Nonprofits
- Parents
- California State Preschool Programs

- Resource & Referrals
- Center-Based Child Care Programs
- Child and Adult Care Food Program Sponsors
- Local Planning Councils
- Early Head Start Programs
- Alternative Payment Programs
- Campus Child Care
- Local Education Authorities
- First 5
- Child Care Providers
- Unions
- Head Start
- The Family Child Care Home Education Network

Issues in Rural Communities:

The two-hour *Issues in Rural Communities* Listening Session occurred on November 12, 2020 on the Webex online platform, and approximately 150 participants attended. This session did not include panelists and focused on feedback gathering around the transition through polling and discussion. The session was facilitated by CDSS staff, and was centered around the following guiding questions:

1. *What equity issues would you identify that should be considered statewide and within rural areas?*
2. *What concrete changes will mitigate current inequities and foster a strength-based approach?*
3. *How can we effectively partner with sovereign tribal nations and tribal child care partners?*
4. *What are the particular challenges and opportunities for whole child whole family approach in rural areas?*
5. *How can we, as state partners, minimize disruption to agencies, providers and families when the transfer occurs?*
6. *What should we, as state partners, know about the impact of natural disasters and COVID-19 in rural areas and what implications may this pose for the transfer?*

Based on poll data, the following professionals attended this session:

- County Offices of Education
- County Offices of Human Services
- Health and Human Services
- Alternative Payment Programs
- Resource & Referrals
- Family Childcare
- Employment Services
- Local Education Authorities

- Head Start
- Campus Child Care
- Center Based Child Care
- Local Planning Councils
- Home Visiting Program

Equity:

The two hour Equity Listening Session occurred on December 4, 2020 on the Zoom online platform, and approximately 200 participants attended. This session included the following panelists: Marcela Ruiz, Director of the DSS Office of Equity; Keisha Nzewi, Public Policy Director, CCR&R Network; Tonia McMillian, Child Care Provider and Chair of ECPC Workforce Advisory Committee; Mary Ignatius, Statewide organizer, Parent Voices and Chair of the ECPC Parent Advisory Committee; and Dr. Marlene Zepeda, Professor of Child and Family Studies, Cal State- Los Angeles. This session was facilitated by CDSS staff, and was centered on the following guiding questions:

1. *How would you rate our current child care system in terms of equity?*
2. *With regard to families and children, where should CDSS focus when identifying short and longer-term changes to promote equity?*
3. *What components in child care programs should CDSS focus on to support an equitable transfer for children and families?*
4. *What components in child care programs should CDSS focus on to support an equitable transfer for child care providers?*
5. *At the local level, how can CDSS support the removal of barriers and proactively promote collaborations that make equity a central focus and goal?*
6. *Are there populations in your area who are not being paid attention to? Who are they, and what data is needed to equitably serve children and families? What data should we collect and analyze?*
7. *What does an equity lens mean in practical terms in your every day life?*

Based on poll data, the following professionals attended this session:

- Policy Specialists
- County Workers
- Alternative Payment Program Administrators (APP)
- Community Resource Specialists
- CalWORKs Stage 1 Case Management and Payment Processor
- Child and Adult Care Food Program Sponsor
- Child Care Coordinator
- Trainer
- Licensing Program Analyst
- Advocate
- Parent
- Local Planning Council Coordinator
- Title 5 Program Administrator
- Child Care Provider

- Welfare to Work Supervisor

Whole Child Whole Family:

The two hour Whole Child Whole Family listening session occurred on December 18, 2020 on the Zoom online platform, and approximately 220 participants attended. This session included the following panelists: Natasha Nicolai, DSS Chief Data Strategist (DSS?); Lily Marquez , Parent Leader, San Francisco; and Donna Sneeringer, Chief Strategy Officer, Child Care Resources Center (CCRC). This session was facilitated by CDSS staff, and was centered on the following guiding questions:

1. *What are key supports that providers and the child care system need in order to better respond to COVID-19?*
2. *What opportunities do you see for this child care transition to provider regarding connections between early care and learning and other programs operated through departments under the umbrella of the CHHS Agency?*
3. *How can this transfer create more connections for programs that support families and children?*
4. *How can this transfer improve child care and safety net systems?*
5. *What are the most important ways for CDSS to engage with stakeholders throughout the transfer?*

Based on poll data, the following professionals attended this session:

- Researcher
- Welfare to Work Analyst
- Advocate
- Social Worker
- Racial Justice Advocate
- Family Child Care Provider
- Outreach Specialist
- Alternative Payment Program Director
- Parent
- Coach
- Resource & Referral Director
- Parent Voices Parent Leader
- Child Care Subsidy Supervisor
- Child Care Center Coordinator
- Funder
- Policy Analyst