



PRESCHOOL DEVELOPMENT GRANT (PDG): FOCUSED CONVERSATIONS NARRATIVE REPORT

Alameda County Early Care and Education Planning Council

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Introduction & Background

In December 2018, the California Department of Education (CDE), as the lead state agency, was awarded a competitive federal Preschool Development Grant (PDG) Birth through Five for \$10,620,000 from the Office of Child Care, Administration for Children and Families at the U.S. Department of Health and Human Services. In total, 46 states/territories received PDG Birth through Five awards through December of 2019.

California's grant proposed to utilize the funding to strengthen its current early learning and care (ELC) system in several foundational ways, including the completion of a comprehensive needs assessment and analysis of the state's current ELC system, led by the American Institutes for Research (AIR). Ultimately, the efforts aim to build upon previous planning efforts to develop an actionable PDG Strategic Plan for improving the ELC system.

Purpose

Initially, AIR began to develop statewide needs assessment capacity by collecting and synthesizing existing ELC data. After conducting an analysis of gaps in existing CDE Early Learning and Care Division (ELCD) data, AIR launched a county-level needs assessment survey request, to be completed by Local Planning Council (LPC) Coordinators during the summer of 2019. The needs assessment survey targeted systems building in three key topics areas: quality, access, and funding.

To augment the initial quantitative data collection effort, LPC Coordinators were instructed to conduct small, focused conversations at the local level in the fall of 2019. The qualitative data collected from the community convenings further support the needs assessment, as well as the strategic planning to follow. Target focus groups included:

1. School districts, regarding transitions to kindergarten.

2. Parents, to explore barriers to accessing high quality early learning and care in the County.
3. Culturally and linguistically diverse families, to better understand their child care needs.

Although each target group aimed to address specific content, the subject matter of all focus group conversations included early learning and care topics regarding access to high quality care, kindergarten transitions, and support services for children birth to under five years old residing in the County.

Methods

The method for data collection was modeled from a sample parent conversation protocol that was developed by AIR for this project. The Alameda County Early Care and Education Program (ECE Program) selected the protocol question prompts that were most meaningful locally. The ECE Program also compiled questions from multiple sources and stakeholders to further address local needs. For historical reference, the ECE Program conducted analysis of the final report from a local grassroots community focus group effort that was conducted in 2017 by Parent Voices of Oakland titled, “Parent Engagement Study: Informal Care in East Oakland.” The final report served as a review of existing literature for this effort.

Questions from Parent Voices research were cross-referenced and incorporated into the focus group protocol for longitudinal purposes. To further inform the effort, the ECE Program also conducted preliminary conversations with representatives from several agencies, including: The Alameda County Office of Education, First 5 Alameda County, and the County’s three Child Care Resource and Referral Agencies: 4Cs of Alameda County, Bananas Inc., and Hively. These in-person and phone interviews, as well as related projects aimed at connecting parents, child

care providers, and school districts to transition-related supports and best practices, are highlighted in this report.

It is important to note that questions provided in the AIR protocol tool were biased toward children receiving child care. Children and families without child care or who received child care experiences through informal Family, Friend, and Neighbor care (FFN), socialization playgroups, or home visiting programs were underrepresented in the targets set by the PDG effort and the sample protocol and should be prioritized for future assessments.

Sample

Alameda County is classified as a mid-size county in California. The recommended number of focus group conversations for mid-size counties is six, which is equivalent to two sessions per focus group category. Focus group data collection occurred from October 17, 2019 to November 22, 2019. The average interview timespan was between 45 and 60 minutes, with longer time periods to accommodate larger group sizes and translation services. The primary methods of data collection were in-person and virtual interviews. The six focus groups included:

- Three school district-focused conversations:
 - 10/17/2019 – Large group conversation hosted by the Alameda County State Contractors Committee
 - 11/21/2019 – Large group conversation hosted by the Alameda County State Contractors Committee
 - 10/29/2019, 11/01/19, & 11/21/19 – Three virtual interviews with agency representatives, including the Kindergarten Readiness Program Manager for Oakland Unified School District’s (OUSD) Community Schools & Student

Services Department; First 5 Alameda County; and the Alameda County Office of Education

- Two cultural and linguistically diverse parent-focused conversations:
 - 10/25/2019 – Large group conversation (12 participants) hosted by the Parent Policy Council of the YMCA of the Bay Area’s Head Start Program (multi-cultural group, with Spanish translator present)
 - 11/22/2019 – Large group conversation (7 Spanish-speaking participants, facilitated in Spanish) hosted by 4Cs of Alameda County’s Playgroup
- Two general parent-focused conversations, which were also culturally and linguistically diverse:
 - 11/15/2019 – Large group conversation (7 participants) hosted by the Alameda County Local Planning Council during their annual networking luncheon with Steering Committee members serving in the constituency category of child care consumers
 - 11/13/2019 – One in-person small group conversation (4 participants) hosted by the Family and Community sub-committee of Parent Voices Oakland, with virtual interviews for attendees with transportation challenges

The experiences of these participants are shared throughout this report, with minor edits made by the author for clarity.

Background on Participating School Districts

In total, four school districts in Alameda County participated in the focused conversations conducted for this report, alongside neighboring child care providers. The roles of the school district representatives were primarily Child Development Program Directors. District

representatives shared that their districts provided services to various combinations of age groups, from infants to five-year olds, although they primarily served preschoolers. The types of child care programs offered throughout the County vary, but include family child care home networks, child care centers, Head Start/Early Head Start partnerships, transitional kindergarten (TK), and Summer Pre-K. Some school districts offer preschool programs on campus and several participate in Alameda County’s Quality Counts California (QCC) program.

Background on Participating Families

In total, 30 parents, guardians and caretakers residing in Alameda County with children under the age of 5 years old participated in the focused conversations. 11 of the participants were Spanish speakers. The parents represented a spectrum of socio-economic diversity and shared a variety of educational and vocational roles, including hourly wage earners in the retail and service industries, child care professionals, program planning and non-profit sector employees, public sector government workers, domestic workers, day laborers, and home makers. Some participants identified as unemployed.

Key Findings

Accessing High Quality Early Learning and Care

Availability & Access to Care

Family focus group participants described various types of child care options that they utilized for their children under the age of 5, with many sharing that they often shifted between several child care settings throughout the year, or even within the course of a single day. Types of child care used included full day or part-day care, FFN caregivers, and socialization playgroups with parents present. Some also shared that their children under age 5 were not in child care for various reasons, including barriers to accessing care. Many participants described their challenges with, and strategies used, in attempting to secure care, as access is very limited in

Alameda County, particularly for those who qualify for subsidized child care based on current income eligibility requirements. In the County, only half of all children who qualify for subsidized child care receive it, and the challenge is exacerbated for families with very young children.¹ In 2018, nine out of ten infants and toddlers who qualify for subsidized child care do not receive it.² Furthermore, due to living in a high cost region, some families who do not qualify for subsidized care based on current income eligibility requirements also struggle to find affordable care. One of the focus group participants captured her experience with this issue, sharing, “My child is not attending child care, I take care of him all day at home. He is my first baby and I would like a child care program to take care of him because the situation is very difficult right now. During these [late fall/winter] months, my husband is a “day laborer” and with the shorter days and the rain, they work less and you can’t make it. Therefore, I would like to work to be able to contribute at home, but solely because my husband is a “laborer” we can’t apply to any type of subsidy. They look at your net income, but not what you spend on rent, other bills, insurance, and all the other expenses.” This reflects a need to revise income eligibility limits for subsidized care to better reflect local circumstances in our County so that all families can afford high-quality child care.

Parents also shared experiences with the onerous waiting list processes they have to go through to find child care for their children under the age of 5 years old. This is unsurprising as Alameda County does not currently have a centralized eligibility list for families seeking subsidized child care. This results in families having to put their names on upwards of 30 different waiting lists for subsidized care.³ One parent shared, “I decided to enroll [my child] in part-day care because

¹ Data provided by First 5 Alameda County.

² Analysis of data provided by the American Institutes of Research (AIR) Early Learning Needs Assessment Tool

³ Data provided by First 5 Alameda County.

there is a long waitlist. At least she is attending for three hours, but that limits me because I can't work," reflecting the direct impact that lack of access to adequate care has on families.

Meanwhile, a father shared, "Before we were selected from the Head Start program waiting list for the boys, we were really having trouble with child care. We had children in different age groups so no one child care arrangement would accept all three children. We would each take turns caring for our children around our work schedules and would miss out on income. We attended socialization playgroups for the boys because of the lack of child care options, especially for our infant and toddler. We asked around during the playgroups and that is how we found out about a program that could serve all of our children for most of the hours that we need care. I guess we'll be back on the waiting list once again for our newborn when she arrives."

This experience reflects the many hoops that families have to jump through in order to find solutions for their child care needs in the absence of easily accessible care options.

To address this access issue, participants recommended that increased infrastructure is needed to "meet parents where they are." This means, rather than the current expectation that parents seek out knowledge and resources in order to access child care, kindergarten transition support, inclusive learning environments, and related support needs, programs must be re-designed to ease the access points for such services. Reflecting on some of the strengths and weaknesses of the current process that parents go through to find care, one parent shared, "At the District Office, they have an area to share resources with parents; there are even tools you can use to find places closer to you. I went there to see what they offer and they have flyers that explain the places you can go for services. I eventually found care using the information on the flyers and using the internet looking for names, and asking other people for referrals for child care programs..." While this parent was able to find the resources she needed, this lengthy process

may be less accessible to families who are unable to take the time to visit their school district's resource center or are not aware that these resources exist. Addressing these barriers could be achieved in multiple ways, such as increasing the availability of online resources and increasing awareness of the family services and supports provided by the County's Resource & Referral agencies (R&Rs). To increase awareness, the R&Rs could consider hosting office hours in high needs areas and engaging with trusted messengers to share information about their services. By deepening community ties in this way, the County can help ensure that important information and resources on high-quality child care reach all families.

Child Care Quality

Regarding the quality of their children's child care, only parents who had occupational experience in child care were familiar with Quality Counts California (QCC) or could speak to their child care program's participation in QCC. For example, a mother of two children, who worked for a local R&R agency, was quite knowledgeable about QCC in her children's child care program because of the connection to her professional knowledge, whereas a Head Start parent whose child benefited from the QCC program was unaware of the connection to the title when asked. Based on this feedback, there is a need to increase family awareness around ECE quality efforts.

Supports and Services for Diverse Children

Discussions with culturally and linguistically diverse families provided important insight into how to better support children with diverse needs.

Dual Language Learners

Access to instruction in multiple languages was highlighted by several parents as critical for their children's development and success. For example, one parent expressed her appreciation for having both English and Spanish teachers in the same preschool classroom. She stated, "Where

my child attends, they have teachers that speak English and Spanish and I like it, the children can understand both teachers.” Another parent compared her child’s experience at child care, where instruction and interaction is only provided in English, with a playgroup facilitated in both English and Spanish, sharing, “When my child comes home from the [playgroup], she speaks more Spanish and is more active. I noticed a big difference, she is more self-confident... maybe she thrives more in Spanish.” These experiences highlight the importance of increasing capacity within child care programs to support Dual Language Learners in their ability to develop skills in multiple languages. It is important to note, however, that Spanish is not the only area of need in the County. As one parent asked, “Now I am thinking, what happens with the rest of the children than don’t speak Spanish and speak other languages? That is another challenge... for the children to be able to feel comfortable in the classroom.” To address this, the County can identify other commonly spoken languages and increase support for these populations.

Children with Special Needs

Participants also described the challenges they face when seeking out high-quality care for their children with special needs. One parent noted that after her son turned three, she experienced increased challenges finding appropriate care, sharing that there is more demand for providers that serve children with special needs than supply. Finding care has been particularly difficult due to her child’s increased mobility, which requires more direct care, attention, and engagement. She explained, “My son receives services through the Regional Center; there are few providers, but a very high demand. We’re supposed to receive respite for 40 hours per month, but we haven’t had this service since July (four months). In the last year and a half, we’ve only used about 25% of the respite services because of the lack of access to providers. Many of the providers we’ve worked with have only been accessible for a short period of time due to lack of quality pay for their services.” Based on the experiences of participants who have

children with special needs, more attention should be directed towards increasing the number of providers able to provide quality care for this population.

Supportive Services for Families in Crisis

Parents facing adversity shared their unique and challenging perspective on the child care landscape. For example, one parent shared that while in recovery and living in a Domestic Violence multifamily household, “I refused to place my child in center-based care, opting instead for small Family, Friend, and Neighbor (FFN) arrangements. The best caregiver cared for all children including those with special needs; my son played with a little girl in a walker there. The husband and wife served nutritious meals, the kids served themselves water, and my son did very well there. We had some rough experiences with different providers too, my son experienced a lot of health incidents while in care and some caregivers weren’t stable or trained. I also tried to attend socialization groups, but my son was too active for the activities so we couldn’t go.” Meanwhile, some families shared that small socialization playgroups serve as a safe resource for undocumented immigrant families, whereas other more formal care settings may not. Another parent shared, “We had an opportunity to participate in “play and learn” and the truth is that it was a very beautiful experience because even though my child does not live with other children, he is learning to function and I see that he learned a lot.” Playgroups were also an important opportunity for these families to connect with health care and other services. These experiences were echoed by over 600 parents and guardians surveyed by Parent Voices Oakland. Their research finds, “families with the least stability are the most likely to have problems accessing child care and higher levels of mistrust about formal child care and “strangers” watching their children. This group was also the most likely to access informal care

through unlicensed providers, typically Family, Friends, and Neighbors.”⁴ The study also found that Latino parents, parents who are students, and parents with nontraditional or unpredictable work hours are more likely to rely on FFN care for their children. Further, the Parent Voices survey revealed that challenges accessing child care were often intertwined with housing instability, enrollment issues (such as onerous paperwork and unclear policies), transportation challenges, and employment issues, reflecting a need to better support families in these areas. To help address these issues, the County can consider building on and strengthening FFN care and other informal care arrangements, which are often the most unsupported forms of care, consistent with recommendations from Parent Voices Oakland.

Family Engagement & Participation

In terms of families’ participation in their children’s early learning and care programs, parents shared that they do volunteer, but are challenged in doing so because of multiple competing priorities, including work and caring for other children and family members. Further, linguistically diverse parents expressed a greater need for dedicated translation services in multiple languages to help them better engage with their children’s child care program. Parents shared that, from their perspective, translation does not seem to be a priority for County agencies and programs. One parent noted, “I believe that it is very important that the person helping you speaks your language... one employee was speaking Spanish and the rest were not bilingual. I saw a lot of parents that signed the documents, but they really did not understand everything they were told. That worries me.” Parents also noted that while there are some resources for parents who speak Spanish, there are very few resources and supports for families who speak other languages. The same parent shared, “The child care program I visited had materials in Spanish

⁴ Parent Voices Oakland, “Parent Engagement Study: Informal Care in East Oakland,” May 2017.

and English, as well as at the District Office. What I see is that in other languages, it's a little more difficult to find those materials and sometimes when you know parents with young children, if they have a language other than Spanish or English, it is more difficult to communicate. It would be good if they had additional languages.” This reflects the need to not only bring information more directly to parents and family members, but to also ensure that they are provided in multiple languages for our County’s diverse families.

Transitions to TK and Kindergarten

Transition to kindergarten, as well as TK, is a challenging time for families and providers. There is a need to better support the exchange of information about the student and family to support learning, transfer relationships, and minimize disruption. The First 5 Kindergarten Readiness Assessment, administered countywide, consistently shows that helping families and children transition to kindergarten can have a positive impact on kindergarten readiness. However, based on the most recent assessment, conducted in 2019, only 44% of students in Alameda County were considered “Fully Ready” for kindergarten, while 38% were “Partially Ready” and 18% were “Not Ready.”⁵ This indicates room for improvement to help ensure that all children are ready for kindergarten. Notably, the First 5 Kindergarten Readiness Assessment also finds that kindergarten readiness is strongly associated with early childhood education attendance.

Conversations with school district representatives and other entities conducted for this report help shed light on what is already happening to support TK and kindergarten transitions and where improvements can be made.

The Alameda County Office of Education (ACOE), for example, shared a wealth of information from their Early Learning Network (ELN) Pathways Transitions Group. This time-bound grant

⁵ First 5 Alameda County, “Kindergarten Readiness: Alameda County Comprehensive Report,” 2019.

funded project provided outreach to all eighteen school districts in the County throughout 2018 and 2019. The ELN aimed to support school districts with resources for successful transitions into kindergarten. Resources from the program included building a community of practice amongst school districts to share and learn from each other, as well as several trainings and resource materials to facilitate successful kindergarten transitions, offered by ACOE. To enhance engagement, ACOE transitioned to a District Design Team strategy to support each participating district in developing and implementing professional development, content, and strategies to meet their communities' needs. Meanwhile, First 5 Alameda County has pursued strategies to support kindergarten transitions since its inception, including kindergarten readiness camps, a transitions working group, and other direct supports for school districts. One exemplary outgrowth of this work is support for a full-time staff person at Oakland Unified School District (OUSD) dedicated to TK and kindergarten transitions, which has resulted in the implementation of new transition programs and supports. This position is funded jointly by the City of Oakland and First 5 Alameda County.

Sharing Student Information

School district focus group participants were also asked about student record sharing between preschool programs and school districts' enrollment systems. Notably, in the 2017-18 school year, OUSD began to implement Kinder Transition Forms, which pre-K teachers fill out each year to provide information to kindergarten teachers on children's assets and learning needs.⁶ This strategy highlights the best practice of focusing on the level of support needed by the child, rather than on a deficits-based assessment. However, other focus group participants noted the challenges in sharing student data between early childhood programs and the K-12 system. This

⁶ Maria Sujo, Oakland Starting Smart & Strong Task Force Presentation, April 23, 2020, <https://www.oaklandsmartandstrong.org/task-force-recap.html>.

indicates a need to invest in improved data sharing between K-12 and ECE data systems to ensure that educators have the information they need to help young children succeed.

Transition Plans

Regarding transition plans currently in place for children moving into TK and kindergarten, Head Start program specialists shared their detailed process-driven approaches. National Head Start has invested considerably in transition planning activities, parent education, and support services at each stage of change, from initial intake, to transitions from Early Head Start to Head Start, and to kindergarten transitions. The multidisciplinary approaches shared by Head Start staff honored the parent as the lead in transitions for their children and prioritized individualization. A specialist stated that, “For the Head Start child, kindergarten transitioning is a component of the child’s individualization and daily classroom routine. For example, in the spring, family style dining is transformed into cafeteria style dining as children learn what will change in elementary school.” Meanwhile, OUSD implemented the Kinder Transition Teacher Leader Program, which brings together TK, kindergarten, and pre-K teachers to work together to plan for and support children’s transition and early school success.⁷ Participating teachers receive stipends for participating in the program, thanks to external grant funding. Both of these examples highlight best practices that can be adopted elsewhere in the County.

TK and Kindergarten Enrollment Processes

When asked how districts and schools share registration information about TK and kindergarten with families transitioning from child care settings, school district focus group participants shared similar strategies for disseminating this information throughout their communities. Typically, this information was shared through flyers, online, and through community resource

⁷ Maria Sujo, Oakland Starting Smart & Strong Task Force Presentation, April 23, 2020, <https://www.oaklandsmartandstrong.org/task-force-recap.html>.

networks such as local child care providers, public libraries, and other entities. A private preschool provider, who was part of these conversations as a neighboring provider, shared a noteworthy event: annually, the preschool invites “alumni” from the preschool to return to the school and share stories of their experiences in kindergarten with the preschoolers. OUSD hosts school visits for their pre-K students and families, inviting families to join for story time, art activities, and school tours.⁸ During these visits, children become acquainted with the idea of attending TK/kindergarten and families are able to make connections with the school and learn about the enrollment process and other important information. While these efforts are primarily focused on children attending OUSD pre-K programs, OUSD often invites families from neighboring pre-K programs and FFN care to participate and has also recently launched a partnership with a Head Start program to expand its reach.

Despite these efforts, family focus groups revealed barriers to kindergarten registration, beyond access to information. One parent shared the logistical challenges of registering for kindergarten, noting, “Because there are not enough spaces or staff, I noticed very long lines. Parents needed to be [at the registration events] super early. I thought I was early because they open at 7 am, but when I arrived, there were three people in line because they got there earlier and since the first time I did not have all the paperwork with me, I had to come back. I learned my lesson and I woke up earlier. But there are other parents that are not so engaged and they don’t find out about all of this.” The experiences of families interviewed for this report, like this one, reveal a need to reduce logistical barriers for families and ensure that they are better equipped with the information they need to register their children for TK and kindergarten. This

⁸ Maria Sujo, Oakland Starting Smart & Strong Task Force Presentation, April 23, 2020, <https://www.oaklandsmartandstrong.org/task-force-recap.html>.

could include leveraging technological solutions to improve the enrollment process, such as developing a centralized eligibility list that is shared across systems. Furthermore, as noted previously in this report, the challenges in navigating the County’s ECE system are particularly acute for multilingual/multicultural families, including newcomer families, that do not speak English and/or may be less familiar with the complex system. Increasing language and engagement supports for these families is particularly important for ensuring that their children successfully transition to the K-12 system.

Improving TK and Kindergarten Transitions

Ultimately, the focused conversations with school districts on TK and kindergarten transitions revealed that several entities, including Head Start, First 5, and OUSD, have focused considerable resources and attention on this critical transition period. At the same time, however, there is room for improvement in terms of collaboration and sharing best practices. Moving forward, the County can utilize Head Start, First 5, and OUSD transition supports as models across the County to continue improving this critical time in a child’s learning and development. These best practices include funding a dedicated staff position at school districts to focus on TK and kindergarten transitions and ensure better coordination between child care programs and the districts; investing in technology and other mechanisms to support data and information sharing between ECE programs and K-12 schools; and implementing programs that incentivize ECE, TK, and kindergarten teachers to come together to engage in transition planning.

Conclusion

Thanks to the expertise of all focus group participants, the County was able to gain valuable insight into our ELC system to help ensure that all children have access to high-quality early

learning and care settings. Moving forward, the Alameda County Early Care and Education Program and the Local Planning Council plan to incorporate this focus group study into upcoming countywide needs assessment and strategic planning efforts.

The insight provided by focus group participants also directly informs state-level planning and policy. The PDG Strategic Plan intends to align with the PDG Needs Assessment and build on previous state plans and recommendations in order to reflect current early learning and care priorities and systems building efforts, including a seminal [report](#) by the California Assembly Blue Ribbon Commission on Early Childhood Education. It is important to note that focus group participants expressed concern that their input could potentially go unaddressed by the larger scope of the PDG plans. Therefore, it is recommended that considerable measures be taken to directly reflect their input in future decision-making and to show actionable steps to address the feedback received through the focus group conversations. It is also recommended that the Department continue to launch and enhance projects that will help lay a foundation for system improvements, including proactively maximizing parental choice and knowledge and sharing best practices among early learning providers to improve the quality of care in a way that is organic to the demands of the field. Considerations should also be made to minimize the compromises parents must make with other commitments when choosing to participate in early child care and kindergarten readiness activities.

Finally, the Alameda County ECE Program would like to thank all of those who participated in the focused conversations for their time and expertise and hope that they will continue to engage with us as we work to improve our ELC system.

Summary of Recommendations

Accessing High Quality Early Learning & Care

- ❖ Increase care options throughout the County to reduce unmet demand.
- ❖ Advocate for subsidized care income eligibility limits that better reflect local circumstances.
- ❖ Provide additional infrastructure for parents seeking out knowledge and resources on child care options and redesign programs to ease the access points for such services. This could be achieved in multiple ways, such as expanding online resources and increasing awareness of services provided by the County's Resource & Referral agencies.
 - Increasing awareness of R&R agencies could be achieved by working with trusted messengers to share information and/or bringing information directly to high needs communities by hosting community office hours or other methods.
- ❖ Increase family awareness around ECE quality efforts.

Supports and Services for Diverse Children

- ❖ Expand capacity for bilingual education in multiple languages beyond Spanish.
- ❖ Increase supply of providers serving children with special needs to better meet demand.
- ❖ Increase support for informal care settings, including playgroups and FFN care, which are commonly used by families in crisis.
- ❖ Coordinate with other agencies and entities addressing housing instability, transportation challenges, and employment issues, all of which impact a family's ability to access care, particularly for those in crisis.

Family Engagement & Participation

- ❖ Increase translation capacity (including in languages beyond Spanish) and engagement services to help linguistically and culturally diverse families find care, engage with their child's care setting, and successfully transition to TK and kindergarten.
- ❖ Design creative and accessible family engagement opportunities with working parents in mind.

Transitions to TK and Kindergarten

- ❖ Utilize Head Start, First 5 Alameda County, and OUSD transition supports as County-wide models.
- ❖ Identify funding sources to help school districts hire dedicated staff to focus on transitions to TK and kindergarten, as well as to incentivize ECE, TK, and kindergarten teachers to come together to engage in transition planning.
- ❖ Invest in improved student data sharing tools and processes between the K-12 and ECE systems.
- ❖ Leverage technology to improve enrollment processes to reduce barriers for parents, such as through a centralized eligibility list that is shared across systems.