

EQUITY IN CHILD CARE



MARCH & JUNE 2021
PDG-R Parent Feedback Session

For questions about this report, please contact Dr. Susan Savage at ssavage@ccrcca.org

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Executive Summary

In late December 2019, California was awarded a Preschool Development Grant Renewal (PDG-R) by the federal Department of Health and Human Services (HHS), Administration for Children and Families (ACF), Office of Child Care (OCC). The Governor appointed the California HHS Agency as the lead for this work, which is being conducted in partnership with the California Department of Education. As a component of PDG-R, CCRC is convening Parent Feedback Sessions with the goal of informing policy and program decisions in order to improve services for families in California.

Two Feedback Sessions were held in March and June 2021 on the topic of equity in child care. A total of 17 caregivers (one couple) were recruited to participate from the PDG-R Parent Cafés. Although conclusions based on the data should be made with caution due to the small sample size, a few important trends emerged from the survey responses.

Some of the key topics that arose across both feedback sessions included the importance of: 1) cultural representation and inclusivity within early learning and care programs, 2) caregiver communication/ advocacy/ partnership with staff, and 3) how to approach social justice conversations.

In this report, we will use the terms “parent” and “caregiver” interchangeably, recognizing that family structures can vary widely. A multitude of family structures were present in both Feedback Sessions in which biological parents, grandparents, and other individuals all participated and self-identified as a child’s caregiver. However, many programs within the early learning and care field still use “parent” despite its narrow definition. Thus, as the field updates its language to be more representative of the variety of family structures, “caregiver” can be utilized as a more accurate and inclusive term.

Cultural/Racial Match and Cultural Competence

Caregivers struggle to find high-quality, affordable programs in their community that also have a cultural match or culturally competent staff. Caregivers described heartfelt stories of how their children were treated by other children or staff. For example, some caregivers felt the need to find a new child care arrangement due to a lack of cultural competence on the part of the staff, which led to instances of children being bullied by fellow students or harassed by the staff. When caregivers did move their children, the same children who were harassed and potentially falling behind began to thrive in their new setting. Caregivers also mentioned a mismatch in disciplinary practices between home and school. One caregiver described a high-quality program that was located within her community and had a diverse staff. However, the program had a two-year long waitlist. Generally, when there was a cultural match, there was also a greater and more intentional use of diverse materials in lesson plans.

Caregiver Communication/ Advocacy/ Partnership Is Key

Caregivers mentioned the importance of consistent engagement, communication, and advocacy for their child but candidly expressed that they do not always experience change as a result of their efforts. Some described active encouragement of their engagement while most described engagement as either a daily report of the child's activities or was completely absent. Caregivers expressed the importance of staff getting to know their children rather than making assumptions about them or their behavior. As demonstrated in the previous section, at times children were moved and placed in another school where staff got to know them and they subsequently thrived.

Context for Social Justice Conversations

Most programs either avoid social justice conversations or address them at a surface level. These conversations should be done in developmentally-appropriate ways and actively involve parents. However, some caregivers felt that even when issues were acknowledged, programs failed to enact equitable and racially-conscious policies and procedures. Many caregivers agreed that discussions surrounding racial and social justice are of great importance, but they would prefer to have the deeper conversations at home due to the sensitive nature of the topic and the ability to empower their children.

Recommendations based on this report include:

- Increase the number of subsidized child care spaces in underserved communities
- Require on-going, anti-bias training for early learning and care providers as well as K-12 teachers and staff
- Provide training and resource on how to effectively communicate and engage with children with disabilities or special needs for early learning and care providers
- Develop a mechanism to support programs in evaluating their policies and procedures with an equity lens
- Establish a closer review of the caregiver engagement aspect of subsidized programs and building more concrete avenues for feedback and participation in their early learning and care programs
- Recruit caregivers with lived experience and cultural diversity to participate on state and local task forces with the goal of increasing equity in access and service provision
- Provide caregivers with additional resources to have age- and developmentally-appropriate conversations about social justice with their children.

Background

The Preschool Development Grant-Renewal (PDG-R) supports states in their efforts to analyze and streamline the early learning and care (ELC) mixed delivery system resulting in improved quality of care. Child Care Resource Center (CCRC) leads California’s efforts to engage families in feedback sessions that help inform policymakers on ways to improve the ELC system.

California is using PDG-R funds to support children, families and the early learning and care workforce by: 1) increasing the supply and quality of early learning and care (ELC) opportunities, 2) building parental knowledge, elevating voices, and strengthening connections to ELC programs as well as other supportive services, and 3) developing a unified system for workforce professional development. California received \$40,243,500 for three years to support work by multiple partners to achieve the activities described above. The Child Care Resource Center (CCRC), one of the contracted partners, received \$1.7M in Year 1 and \$1.5M in each of Years 2 and 3 to implement parent and ELC cafés as well as parent feedback sessions (referred to as Parent Consortium in the contract). The contract runs from April 1, 2020 through December 31, 2022.

Recruiting for and Conducting the Parent Feedback Session

Topics were selected based on: 1) the original PDG proposal to the federal government, 2) California’s Master Plan for Early Learning and Care, and 3) recent public discussions of systemic racism and implicit bias present in many systems that are intended to support families. The topic for the March and June 2021 feedback sessions is racial equity in the early learning and care system (specific questions can be found in **Appendix A**). Additionally, methods for outreach and recruitment for the feedback sessions can be found in **Appendix B**. Critical Race Theoryⁱ and Feagin’sⁱⁱ systemic racism treatise have as their foundation the concept that racism is systemic and embedded in every social institution, including education and research. Due to the potential for implicit bias in research, each step of this project involved a diverse group of professionals in order to reduce potential bias in the research process. The questions posed to the caregivers were developed from the article *Anti-racism in U.S. early childhood education: Foundational principles*.ⁱⁱⁱ These questions were vetted and edited by a highly diverse team that included African-American, Latinx, and mixed-race professionals. This team also led the session and took notes that were used for analyses and reviewed the coding/analysis conducted by the Research Director to ensure the results accurately reflected the topics raised in the feedback sessions.

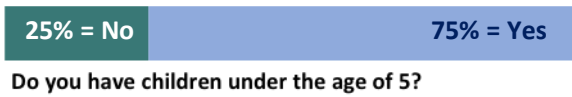
After the feedback sessions, caregivers were asked to complete a survey asking about the extent to which they feel welcome to participate in the child care program, if they believe their input will result in change, and if the children and staff reflect their family’s cultural background. A final question that was distributed via email asked caregivers- “if given the opportunity, what is one thing they would ask state leaders to change within the early learning and care system”. Results from the survey and the general information collected by the facilitator are presented in **Appendix C**. This report is based on the sessions held in March (Session 1) and June (Session 2).

Feedback Session 1 Results

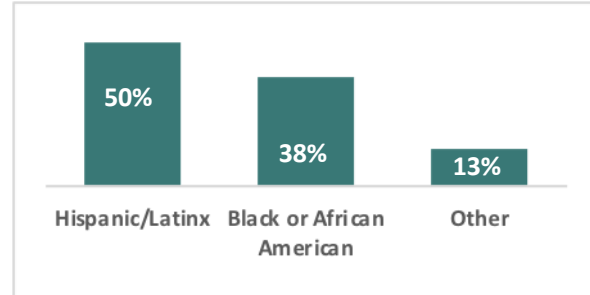
Due to caregivers’ familiarity with the Parent Café model of the PDG-R program, feedback sessions were less structured and flowed more like a conversation, and thus some responses to one question were answered during a later discussion. As a result, the analyses entailed examining themes that emerged across the questions rather than question-by-question. Given the sensitive nature of the topic, it is possible that it took time for caregivers to open up, and certain questions only elicited responses from one or two caregivers. Allowing topics to organically emerge from the caregivers is an important aspect of Grounded Theory – where participants are considered the experts and their lived experiences drive the development of the coding scheme and analyses rather than a top-down approach where the researcher is considered the expert.

Background & Demographics

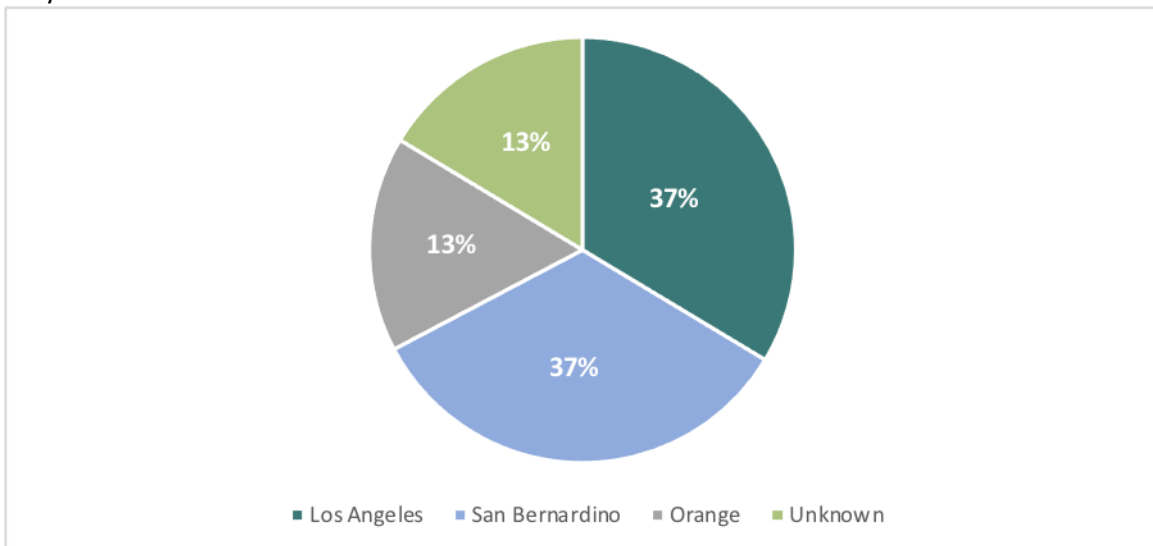
Participants were all **parents** with mostly **children five or older**.



A diverse group of caregivers participated.



All participants were from Southern California, with an even split in **Los Angeles** and **San Bernardino** County.



The Importance of Cultural/Racial Match

The importance of cultural or racial match between children and staff arose across many of the questions and in both Feedback Sessions. In Session 1, a total of 12 comments arose throughout the discussion on the topic of cultural/racial match between families and their early learning and care program. Caregivers expressed concerns and frustrations over feeling the need to leave their communities or change schools in order to access “quality” education, which could result in their children attending a school or program that lacks a diverse staff. Other caregivers described situations where they felt compelled to move their children to schools that better represented their racial or cultural background because their child was being harassed either by staff or other children of different backgrounds. Finally, a few caregivers spoke candidly about the tension that they and their children felt when comments were made to children either by school staff (including ECE and K-12 staff) or other children.

One caregiver described a high-quality program that was located within her community and had a diverse staff, but had a waitlist that was over 2 years, thus making the program virtually inaccessible. When there is a cultural match there also tends to be greater diversity in materials (e.g., books and toys) and intentional use of those materials in the lessons, which can lead students and families to feel represented within the curriculum. Some examples of quotes reflecting the challenges of a mismatch and the potential positive results when there is a match are below.

Caregivers’ stated the following when discussing the importance of a cultural match:

“When a Hispanic lady started working there we felt better. We were glad there was a teacher representing us there.”

“You can choose the school, but not the teacher. Children begin to notice how they are treated by teachers as they get older. They notice that they are still treating us this way and holding us down.”

“Schools should have a system on how to discipline instead of kicking them out.”

“Do I choose quality or affordable with a racial match? Will my daughter’s classmates and teachers look like her and will she be treated well?”

One parent caregiver commented about her child care program being high quality with mostly Black staff. “The books were about our culture and they talked about our history. I appreciated it and am glad my daughter was able to see and be around people that look like her.”

Caregiver Communication/ Advocacy/ Partnership Is Key

The second most frequent topic that arose (a total of nine comments) was the importance of communication or partnering with child care staff and advocating for their children. Overall, most caregivers described little-to-no encouragement of their involvement in the program, while one person described being actively encouraged to participate in their child's program. In discussing the importance of communication and advocacy, caregivers stated that they often do not see changes to the program or its policies in response to their voiced concerns. Caregivers similarly highlighted the importance of early learning and care and K-12 staff taking the time to get to know each child rather than making racially- and culturally-based assumptions regarding their behavior. Notably, some caregivers described situations in which their child thrived once they were removed from a program in which they were experiencing harassment and placed into an environment where staff made a conscious effort to get to know each child and appreciated their culture and lived experiences. Moving children from one school to another can be seen as a final act of advocacy on behalf of a child.

Moreover, most Black/African-American caregivers responded that they did not feel very welcomed when engaging with their child care program, that their input would not be used to make changes, or that the child care staff or children did not reflect their family's cultural background. For Hispanic/Latinx caregivers and caregivers of other ethnicities, results were more mixed. These caregivers generally felt more welcomed to participate and engage with the program. However, responses differed when asked if they felt that their input would be used to make changes to the program and if the staff and children in the child care program reflect their family's cultural background.

Caregivers' thoughts on the importance of communication and engagement:

"Communication with child care program is important. Parents need to be proactive."

"Even though I am advocating for her, no one is doing anything about it. They do not take the child out even though he is harassing teachers and others but especially my daughter. After complaining and trying to get something done about it at the school. Now I look like the angry black woman. Children who stand up to white bullies are seen as the problem and students see this."

"My program has activities, parent meetings, newsletters, child progress tracking, and even communicating what the child ate each day."

"For me there are no parent meetings. It is strictly just child care. If the provider needs to communicate with me, she will let me know at the time of pick up."

"In parent-teacher conferences, you need to tell the child's strengths and areas for improvement and what works for them. Teachers know education for typical children. Parents know THEIR children. We need to help teachers understand the individual child. I want my child to see there is constant communication between the teacher and parent."

Context for Social Justice Conversations

The last question, which asked caregivers to share their thoughts on how their early learning and care program approached conversations about social justice issues, elicited comments from the largest number of caregivers and had the greatest diversity in feedback. One mentioned that their program avoids the topic and another mentioned that, although the program acknowledges the topic, program staff and leaders have not taken action to change their own behaviors or policies based on awareness of social justice issues. Many caregivers agreed that the topic is of great importance, but they would prefer to have the deeper conversations at home because of the sensitive nature of the topic and could be an opportunity for them to empower their children. One admitted that because she has focused on her family life this last year that she had been caught off guard with the extent of the problem of racism.

Caregiver's thoughts on social justice conversations:

"My daughter's preschool does acknowledge social justice issues but they don't understand it on how their policies and teachings are not aligning with their words."

*"Teachers don't tell kids 'Hey, if you walk down the street with your hoodie on this will happen to you' because it is uncomfortable. Conversations like that are not seen as age appropriate but they have to be talked about at a young age because young black males are targeted and do experience racial profiling. No matter what type of person they are they will still experience racism. I tell my sons how great they are and can be to empower them."
[parent who prefers to have these conversations at home]*

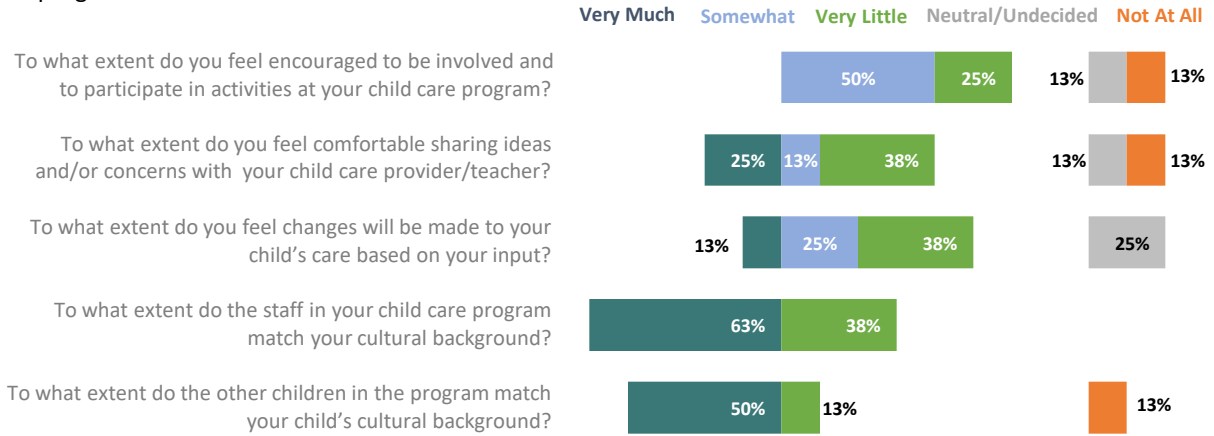
One parent felt challenged that her daughter preferred white dolls because of the hair and said they were better. "That became a teachable moment for us. I took the opportunity to tell her that she had to respect and love herself and our culture and not turn her back on her own and that not one race is better than ours or another."

Other Comments and Topics

A total of four other topics/comments arose. Two comments were made about the diversity of materials and lessons. One described diverse materials but no active lessons using the materials, and one described both diverse materials and lessons that used them. One caregiver described how difficult it was to find child care in general as a new caregiver. Finally, one caregiver commented on the limitations that COVID-19 had on child care spaces and how this made it even more challenging to find an open child care space.

Survey Data

When asked the following questions below, **caregivers** gave **mixed responses** regarding their child care program.

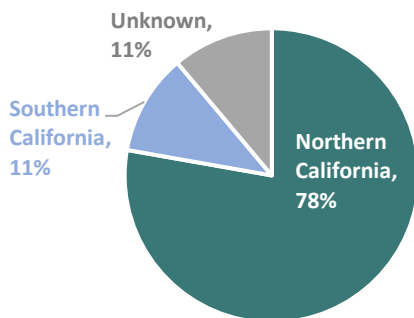


Feedback Session 2 Results

Background and Demographics

Feedback Session 2 had a total of nine caregivers participate and was more representative of diverse family structures than the previous session. Given the important nature of the topic, multiple caregivers participated in the conversation despite unique situations. One caregiver was at the hospital in labor and listened in and provided feedback via direct message. Another took a day off of work to participate in the feedback session, stating it was important for her mental health to participate in the discussion. Lastly, one caregiver was experiencing technical difficulties, but listened in for the one and half hour session and provided thorough notes at the end. The dedication of these caregivers shows the vital nature of this topic and their desire to provide input despite significant challenges.

Majority of **participants** lived in **Northern California**.



Participants were all **parents** with mostly **children five or older**.

Do you have children under the age of 5?

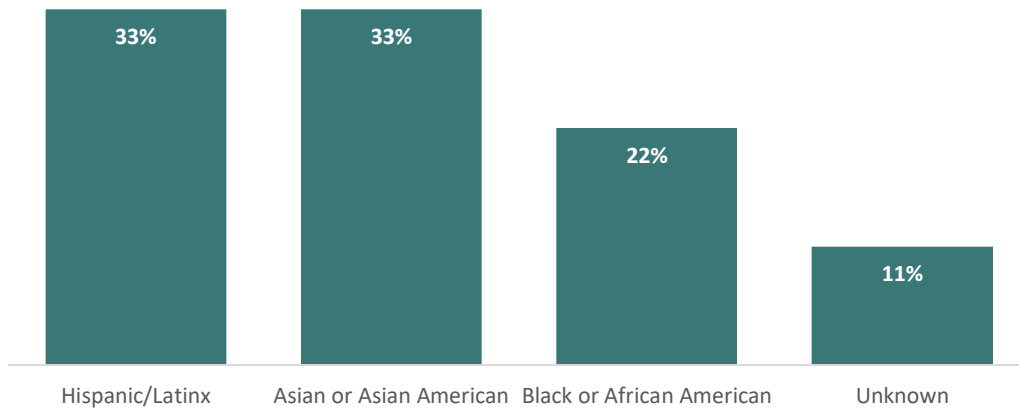


Are you a parent?



■ Yes ■ No

There was a **diverse group** among participants by **race and ethnicity**.



The High Cost and Inaccessibility of Child Care

The high and rising cost of child care places an intense financial burden on families, often forcing them to weigh multiple factors such as cost, location, availability, cultural and language match, and family needs in their decision. Two caregivers asserted that the cost for one year of infant care was outrageous, specifically citing a local program that cost \$41,000, and therefore was inaccessible. This frustration with the high cost of care was felt by multiple other caregivers, many of whom discussed having to choose between programs they felt were high-quality and those that were affordable. Affordability and location were often cited as the determining factors for caregivers when selecting a child care option, which often led to families settling for programs that were closer to their home or workplace.

Caregivers' thoughts on the high cost of care:

"I try to get a high quality program and the location is too far. We tried to find high quality but we don't know until we put them there. Sometimes we can't get it because we cannot afford. If I choose high-quality then I can't choose location. For me, location is a priority."

"No, I wasn't able to find what I would call high quality childcare in my community."

"Where I live, the location of quality care is too far, so the accessible care is my only option. The care I want is full and too expensive for my family."

Importance of Communication and Advocacy

As highlighted in Feedback Session 1, caregivers discussed the importance of communication with child care providers and shared successful practices that made them feel engaged and comfortable advocating for the needs of their child. Overall, experiences with their child care providers were mixed with regards to how, if at all, their early learning and care program communicates with them— three caregivers were comfortable communicating with their providers and well-informed. Specifically, five out of the nine caregivers shared strategies that their programs used to communicate, including WhatsApp groups, required in-classroom volunteer hours, weekly updates, and providing caregivers with the opportunity to ask questions and provide feedback through group settings such as parent cafés.

Additionally, caregivers were in agreement that open and compassionate communication between the provider, child, and caregiver is incredibly important. However, a few caregivers noted the need for additional resources to help them effectively communicate with providers, especially when a child is demonstrating behaviors that require additional attention or support. These caregivers stated they often did not have the confidence to approach providers and advocate for the needs of their child, or that formal avenues to raise issues or have discussions were not readily available. Language and cultural barriers also prevented a few caregivers from openly communicating with early educators.

Caregivers' thoughts on communicating with providers:

“When I was looking for child care for my son I wanted to see some aspect of it. A big selling point for me was that parents had to volunteer at least 4 hours a month, activity inside or outside of the classroom. I really like that so I can see firsthand how [my son] does in that environment.”

“It’s all online, so the teacher will send an email saying what will go on during the week. Teachers update on a daily basis. Technology has really helped in terms of communication.”

“For new child they do have a program for small children who have very strong separation anxiety. They allow the parents to stay for one hour and slowly reduce the time so the child can get use to their child care. It was very nice.”

“I [felt] stressed about communication [with my provider] with my first child because she is a special needs kid... But at the time, I didn’t know she had [a] language delay. The provider kept telling me that I needed to take my daughter to go get screening, but I just didn’t feel I had the support.”

“I always talk to the teachers. How my son is doing, if I need to help him, how can we work together.”

Care for Children with Special Needs

A barrier to program access, inclusivity, and communication discussed by multiple caregivers was their inability to find a program that was able to provide responsive and quality care for children with special needs. Notably, multiple caregivers expressed difficulties in finding programs and providers that had the knowledge and resources to care for children with special needs, causing families to face additional barriers in finding a quality early learning option that meets their needs. One caregiver also mentioned that her child with special needs faced disciplinary discrepancies and was sent home more than other classmates because the provider did not know how to appropriately care for and work with her child. In a similar vein, four additional caregivers felt their child care program's discipline practices did not align with those used at home. Thus, there was a strong desire in the group for early educators to be provided with additional trainings and resources in order to better prepare them for working with children that may be exhibiting behavioral issues or have special needs.

Caregivers' thoughts on the importance of communication and engagement:

"My son cannot talk, so the other kids will tease him, but they will call me to pick up my son, and I asked them why they don't punish the other kids. It's not equal. Why didn't both child get sent home and only my child?"

"Even though I am advocating for her, no one is doing anything about it. They do not take the child out even though he is harassing teachers and others but especially my daughter. After complaining and trying to get something done about it at the school. Now I look like the angry black woman. Children who stand up to white bullies are seen as the problem and students see this."

"Wishing they could or imagine they would take [the] time to get the child to calm down. Just because they didn't know how to act with the children. [This will make it a] ... hard time for not just the kid but for the teacher and parent."

"My son has a lot of problems with behavior. He has emotional behavior. We were working with the school, he was biting kids and a lot of behavioral problems. They were always calling me to pick him up because of it. Now we're working with therapy."

"No they don't [use methods of discipline that matches mine]. I'd rather talk and get understanding vs them sending kids to timeout."

Importance of Cultural Representation and Inclusivity

All caregivers spoke to the importance of having their language and culture represented in their child's program, both through curriculum (books, toys, discussions, etc.) and activities (celebrations, stories, crafts, etc.). Eight out of the nine caregivers stated their program included both inclusive and representative curriculum and activities that adequately celebrated a variety of cultures and ethnicities. Nonetheless, caregivers still discussed the need for a more inclusive and reflective curriculum, including additional resources and books showing a variety of ethnicities and family structures (e.g., grandparents as the primary caregivers, same sex couples, etc.).

Caregivers valued the opportunity to volunteer in their child's early learning programs and share their culture. Caregivers discussed sharing their cultures and traditions by reading books that represented their culture to the class, teaching children how to count in another language, and doing arts and crafts that have cultural significance. One caregiver discussed how her child's program allows caregivers to come to the classroom and do crafts with the children, such as how to use chopsticks, or read books related to their culture. Caregivers spoke extensively about their desire to see their family and their cultures represented in early learning programs and valued the opportunity to actively participate in creating a more diverse and inclusive curriculum.

Caregivers' thoughts on the importance of broad representation and inclusion:

"It's really important I would like to see in Head Start, Early Head Start, all the child care, [representation of] communities with different cultures and race. I would like to see a child with special needs [represented in the curriculum] and you can recognize it."

"It [cultural representation in education] is very important for me. Of the utmost important is program and activities that are cultural awareness and black culture being a black father. I want to celebrate all culture but share the specific identities and level of education provided to kids will only be reflective if the providers are also culturally aware and culturally inclusive."

"I think it is very important because [there are] more and more multi-racial kids, how they can identify themselves? Teachers read a lot of books related to multi-racial, different kinds of families, different physical, which including special needs. They see themselves."

"Teachers read a lot of books related to multi-racial, different kinds of families, different physical disabilities, which include special needs."

Raising Awareness of Social Justice Issues in the Classroom

Although only three caregivers responded when asked if their child care program addressed social justice issues regarding race, the topic was brought up on multiple occasions. For the most part, those that spoke shared that if the topic was brought up in their child’s classroom, they would be okay with it as long as it is taught truthfully and that caregivers are given advanced notice that social justice topics would be discussed in the lesson plan. One caregiver discussed wanting to have conversations around social and racial justice at home, given the delicacy of the topic.

Caregivers’ thoughts on the importance of social justice conversations:

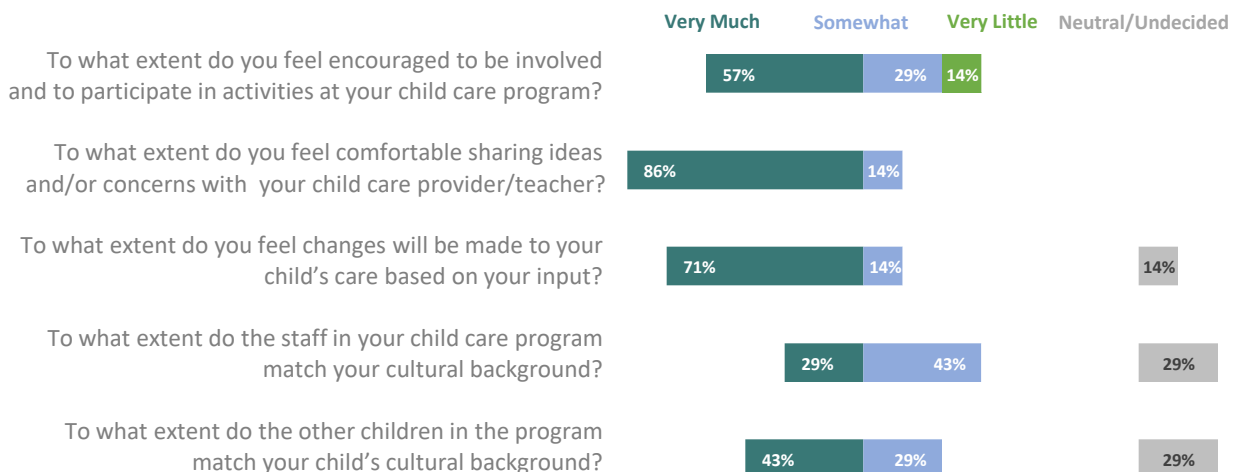
*“I think the schools now have passed all these down to our children.
For example, talk about Asian hate and racism. My generation we didn’t talk about race.
I feel proud that this is something that we’re working on.”*

*“I would only want the schools to teach things if the school or lesson plan was sent to me in advance...
As long as it’s truthful then I’m very open to it being taught.”*

*“No, they don’t acknowledge social injustice but I’m ok with that.
I’d rather teach my children about it.”*

Survey Data

When asked the following questions below, the majority of caregivers **very much** agreed and **somewhat** agreed with their child care program.



Additional Survey Comments

“It was great to be able to speak about issues close to the heart and hear from others.”

*“Thank you so much for the opportunity to participate in the group.
It was well organized and thoughtful.”*

“Very happy to participate [in] the discussion.”

Recommendations

Due to the deep, personal experiences of many caregivers in our communities, topics surrounding race, ethnicity, and representation will be uncomfortable for some. Nonetheless, conversations such as these are vital and help to take positive steps towards systemic change. Some recommendations from caregivers as well as the report developer include:

- Increase the number of subsidized child care spaces in underserved communities
- Require on-going, anti-bias training for early learning and care providers as well as K-12 teachers and staff
- Provide training and resource on how to effectively communicate and engage with children with disabilities or special needs for early learning and care providers
- Develop a mechanism to support programs in evaluating their policies and procedures with an equity lens
- Establish a closer review of the caregiver engagement aspect of subsidized programs and building more concrete avenues for feedback and participation in their early learning and care programs
- Recruit caregivers with lived experience and cultural diversity to participate on state and local task forces with the goal of increasing equity in access and service provision
- Provide caregivers with additional resources to have age- and developmentally-appropriate conversations about social justice with their children.

Appendix A: Questions Asked in Parent Feedback Session

Let's talk about defining and finding quality child care

1. When selecting a child care provider, did you find high quality child care programs available in your community?
2. When looking for GOOD QUALITY child care, did you feel you had to choose between a program that fit aspects of your family's cultural or racial identity and other aspects of child care (location, price, etc.)?

Prompt: In looking for childcare that matched your needs, are aspects related to your culture or beliefs you felt you had to let go of in order to have more options?

Child care programs foster what is valued as "appropriate" child development through curriculum/lessons and physical and verbal environment.

3. How comfortable do you feel talking to the staff at your child care program on a daily basis about any concerns you have? How is information about your child shared with you? What if anything would make communication with your child care program better?
4. How does your child care program work with you to help you be involved in the child care program?
 - a. Potential prompts: are there parent conferences, opportunities to provide input about the program, information/activities sent home to do with your child?
5. Do the methods of discipline or correction of child behavior and philosophy of child-rearing match yours?
6. Have you ever felt that your child care provider made assumptions about your child due to your race, culture or language?

Now let's talk about how child care programs can foster, honor or celebrate a child or family's identity.

7. Do you find the lessons or curriculum in your child care program to be inclusive of a variety of cultures and backgrounds? How important is that for you?
8. Is your family's culture and identity represented at your child care program? If so, in what ways? For example, in toys/books/games, environment, pictures, food, language, celebration of holidays/traditions?
9. Does your child care program address and acknowledge social justice issues regarding race? Is this done at a level that children can understand and do they share ways for you to discuss these topics with your child at home?

Appendix B: Outreach and Recruitment of Participants

Responsibility:	Community Engagement Facilitator (CEF)
Resource and Referral (R&R) Outreach Process:	<ul style="list-style-type: none"> ➤ CEF had a meeting with Hub Coordinator (HC) ➤ HC scheduled meet and greets with all R&R's ➤ During this meeting CEF shared about role and details. CEF shared dates to schedule a meeting with R&R Café host to discuss Café details/ outreach process and connect with all café hosts. ➤ CEF met with each R&R and asked the following questions (please see next section) ➤ CEF was invited to upcoming cafes ➤ Follow up emails have been shared between all R&R Café hosts and CEF
Participant Outreach Process:	<ul style="list-style-type: none"> ➤ After Connecting with each R&R, CEF was invited to attend Café(s) ➤ CEF attends as a participant ➤ At the end of each Café CEF shares about their role and details about Feedback Sessions ➤ A contact list of all Café participants is provided by Café Host at the end of each Café (with permission) ➤ If a Café was not hosted the Café Host would contact some of their reoccurring participants and share the information to see if parent/caregiver was interested. If they were was interested their contact information was provided to CEF ➤ CEF contacted each participant on their contact list by phone ➤ During this first call CEF would share feedback session details and the following questions were asked (please see next section) ➤ The CEF contacted each participant a second time to confirm Feedback Session Date and time. ➤ An invite for feedback session was sent to all participants via email ➤ This feedback session (Equity and Child Care) would be hosted by CCRC guest facilitator and CEF would co facilitate and monitor chat box. ➤ We wanted to offer additional resources and a diversity of staff to support all participants as we discussed this sensitive topic. ➤ After session ends CEF sends out incentives and survey.
Questions asked during Phone Outreach/ initial contact w/ Participant:	<ul style="list-style-type: none"> ➤ Name ➤ Phone Number ➤ Email ➤ Address ➤ Number of Children & ages ➤ Are your children in child care or have they been in the last 12 months?

- Is your current child care in a center, in a licensed home-setting, or family/friend or neighbor?
- Did COVID impact your child care?
- What is your Ethnicity/ Race?
- R&R Office Location
- CEF would share 3 different dates and times and ask parent availability.
- The session questions are also shared and sent to participants beforehand.
- Resources are shared
- Incentive details were shared (please see details in next section)

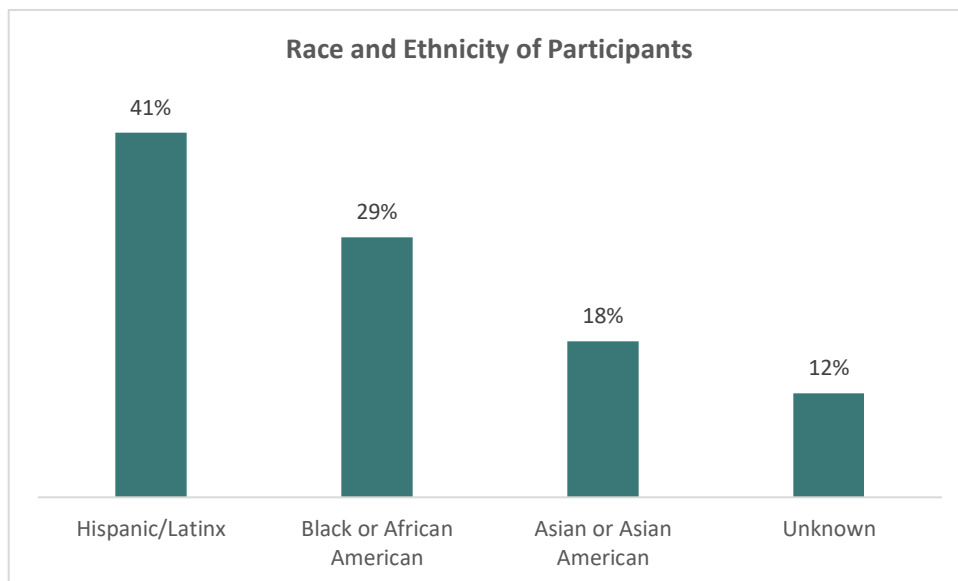
Appendix C: Background of Participants

Survey Takeaways

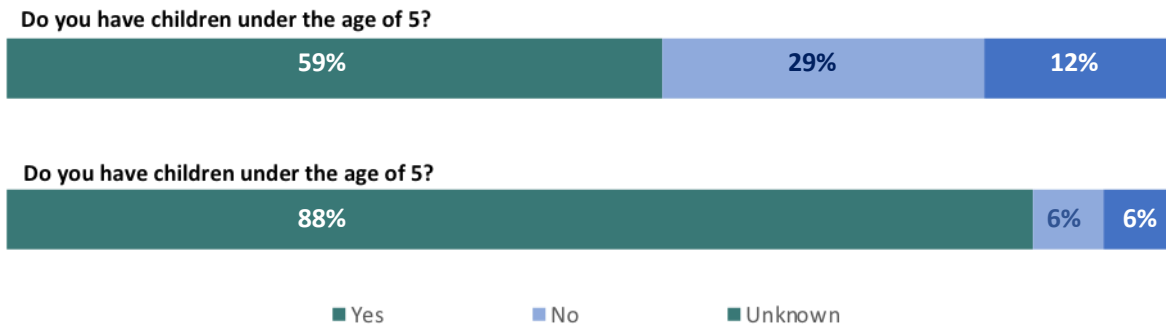
To develop a more comprehensive understanding of trends within the survey, responses were analyzed by caregiver’s ethnicity. For simplicity and clarity, responses were grouped using the following criteria: 1) *Low* combines responses of “Not at all”, “Very little”, and “Neutral/Undecided”; and 2) *High* combines responses of “Somewhat” and “Very much”.

Given the small sample size (n=17), results should be interpreted with caution. Nonetheless, general trends emerge:

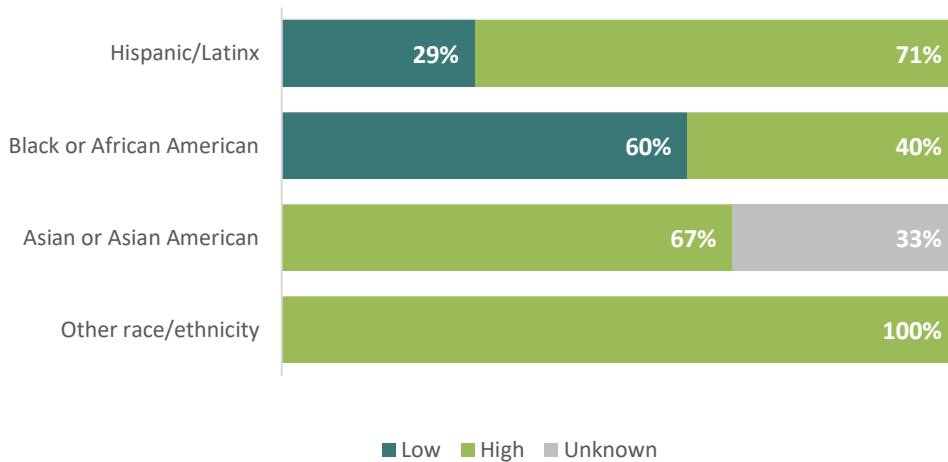
- Across all questions, Black/African-American caregivers (n=5) tended to respond that they don’t feel very welcome to engage with their child care program, that their input won’t be used to make changes, or that the child care staff or children reflect their family’s cultural background. The group with the next lowest responses to these questions were the Hispanic/Latinx caregivers (n=7).
- Asian American caregivers (n=3) had positive responses when asked about feeling welcome and engaged with the program, but had mixed responses regarding cultural/racial match of staff and children at the program with them and their children.
- For the caregiver who selected “other/unknown” ethnicity/race, results were more mixed. The caregiver generally felt more welcome to participate and engage with the program. However, responses were mixed regarding cultural/racial match of staff and children in the program with them and their children. Additionally, information on race/ethnicity for one participant is missing. Thus, we have categorized the individual participant who did not fill out the survey as “other/unknown” (n=2).



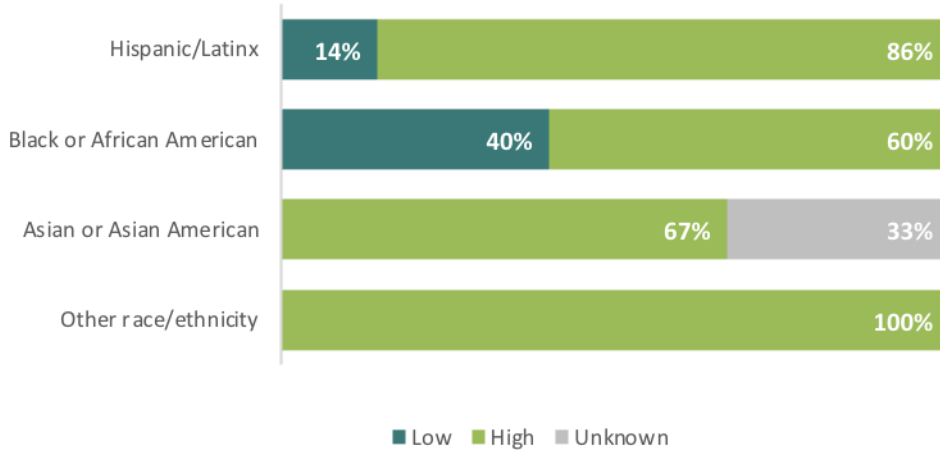
A majority of caregivers identified as **parents** with more than half caring for **children under five**.



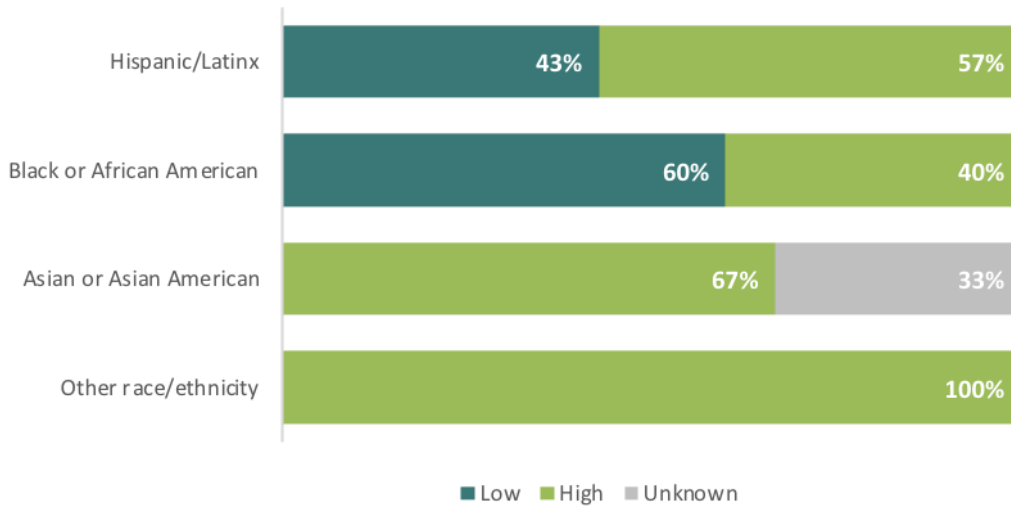
To what extent do you feel encouraged to be involved and to participate in activities at your child care program?



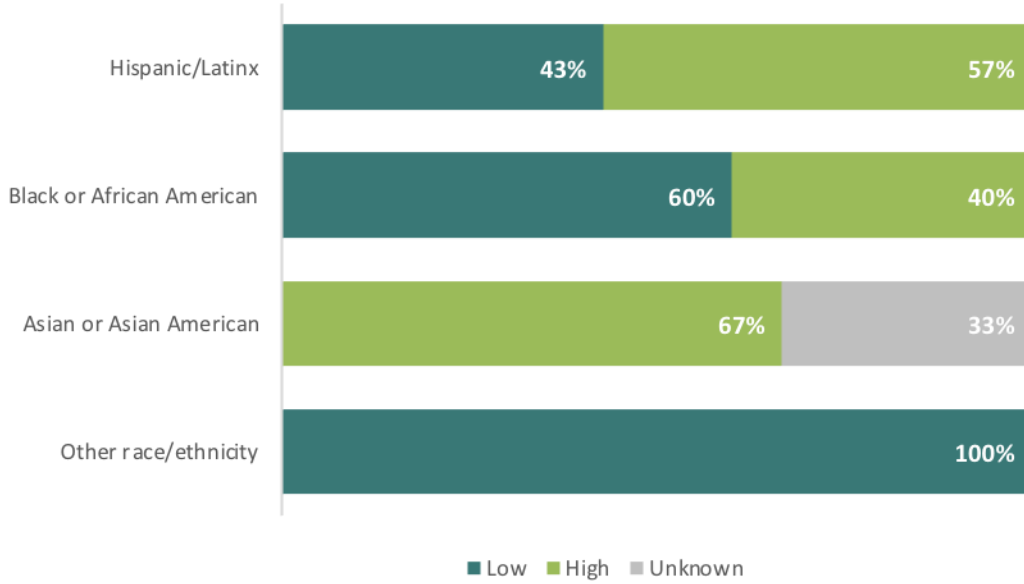
To what extent do you feel comfortable sharing ideas and/or concerns with your child care provider/teacher?



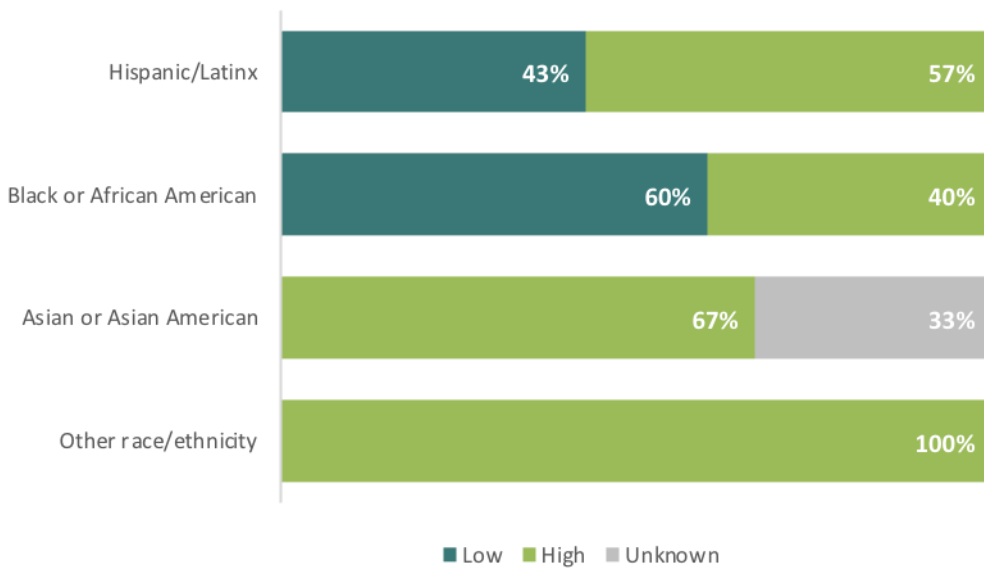
To what extent do you feel changes will be made to your child's care based on your input?



To what extent do the staff in your child care program match your cultural background?



To what extent do the other children in the program match your child's cultural background?



Appendix D: Endnotes

ⁱ Delgado, R., & Stefancic, J. (2017). *Critical race theory: An introduction* (3rd ed.). New York: New York University Press.

ⁱⁱ Feagin, J. R. (2014). *Racist America: Roots, current realities, and future reparations* (3rd ed.). New York, NY: Routledge.

ⁱⁱⁱ Escayg, K. (April 2020). Anti-racism in U.S. early childhood education: Foundational principles. *Sociology Compass*, 14 (4). <https://doi.org/10.1111/soc4.12764>