

California's Master Plan for Learning and Care

Early Childhood Policy Council August 2020





*Harmonizing Public, Private, and
Community Resources to Deliver on a
Commitment to a California for All Kids*

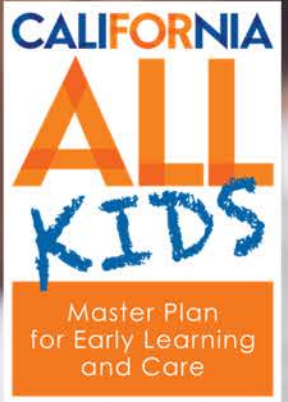
Vision

**Young children thrive
physically, emotionally, and
educationally in their early
years with equitable access to
child- and family-centered
services that support healthy
child development.**



“We will create a Master Plan for Early Learning and Care that will be rooted in lifting up California’s children and families today, tomorrow and into the future.”

- Governor Gavin Newsom





Since June

- Interviews with ECPC Members
 - Sessions with ECPC Workforce and Parent Committees
 - Engagement with Stakeholders, Experts, and Policymakers
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What We Heard

- Address **inequities** for children, parents, caregivers, and educators
- Embrace **diversity**
- Advance **quality**



California's Early Childhood Equity Challenge

- Nearly one-quarter of children under age five live in a family struggling to afford the basics.
- Race and ethnic disparities in child poverty reflect the impact of systemic racism and other forms of discrimination.

Source: California Budget Project, California's Persistently High Child Poverty Rate Is Even Higher for Children of Color (2018)

Long-Term Impacts of Childhood Poverty

People who were persistently poor as children face future challenges (*Child Poverty and Adult Success* [Urban Institute]):

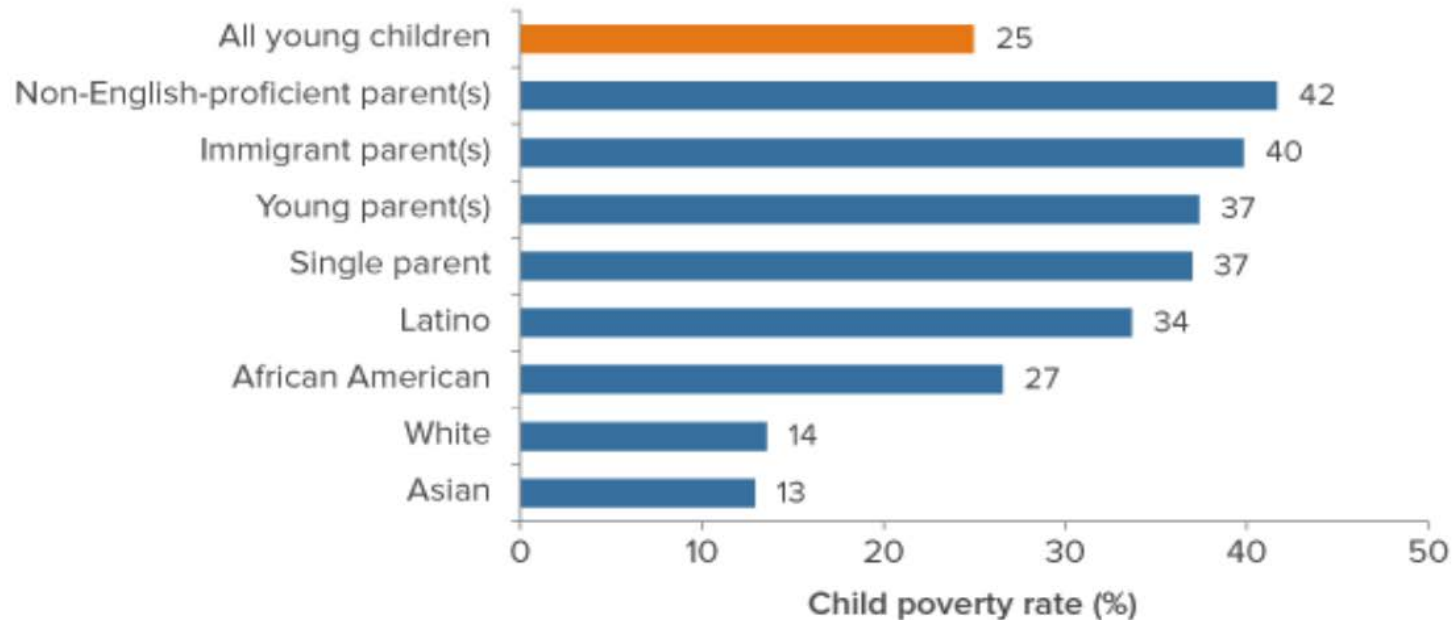
- **Just 64%** of people who were *persistently* poor as children—spending at least half of their childhoods in poverty—attained a high school diploma by age 20, compared to 83% of people who experienced poverty for shorter periods and 93% of people who never lived in poverty as children.
- **Just 3%** of people who were persistently poor as kids completed college by age 25, compared to 16% of people who lived in poverty for less time and 37% of people who never experienced poverty during childhood.

Long-Term Impacts of Childhood Poverty (continued)

- **Only 35%** of people who were persistently poor before age 18 were consistently employed between ages 25 and 30, compared to 64% of people who experienced shorter spells of poverty and 70% of people who never fell into poverty as kids.
- **Nearly half (45%)** of people who lived in poverty for at least half their childhoods were living in poverty at age 35, compared to 8% of people who lived in poverty for less time and just 0.6% of people who never endured poverty as a child.

Source: California Budget Project, California's Persistently High Child Poverty Rate Is Even Higher for Children of Color (2018)

Young children in some demographic groups are much more likely to be poor.



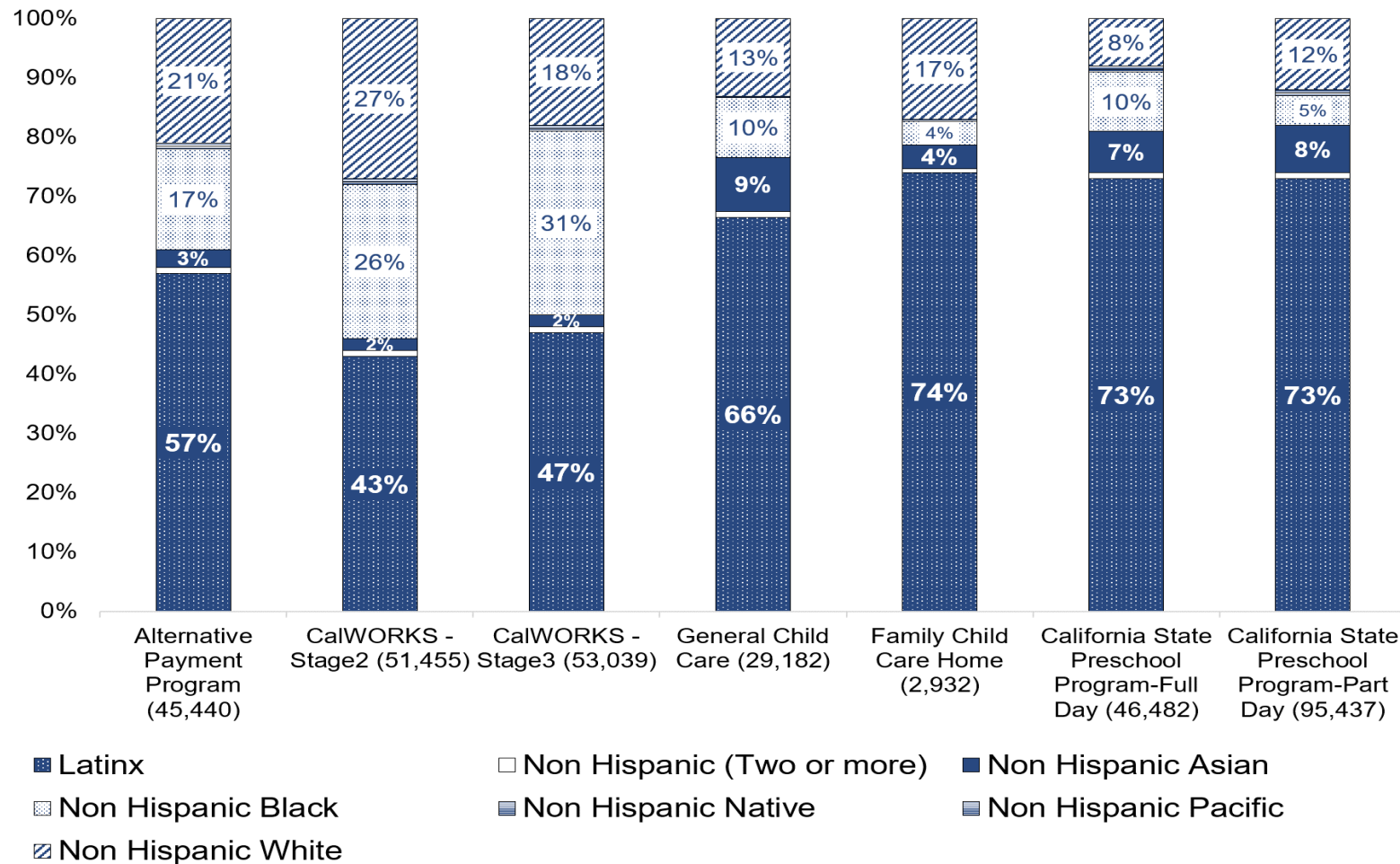
SOURCE: Author calculations from the 2011–2014 California Poverty Measure.

NOTES: Statewide poverty rates for young children age 0–5 calculated within the given demographic subgroup.

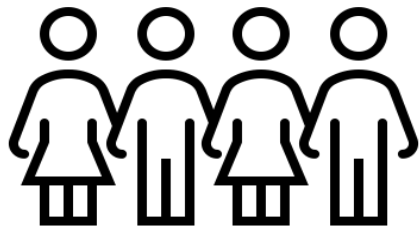
Source: Public Policy Institute of California,
Geography of Child Poverty in California (2017)

Children receiving subsidized child care varies by race and ethnicity.

Estimated number of California children eligible for subsidized care = 2 million

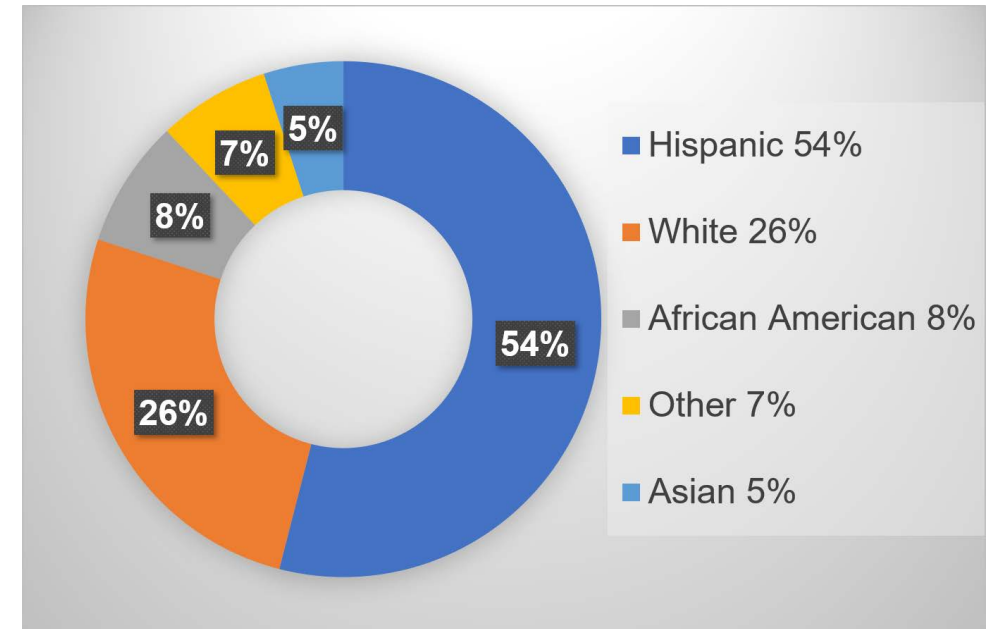


California early educators are largely women of color and overrepresented among California's low-wage workforce.




**97%
Women**

15.5% live
below poverty
compared to
7.9% statewide



Source: American Community Survey public use microdata, accessed through [IPUMS USA, University of Minnesota](#) (Ruggles et al. 2019)

Advancing Equity Through Policy and Practice for Children and Families

- **End discriminatory practices**
 - **Embrace diversity**
 - **Remove barriers to access**
 - **Prepare and support the workforce**
 - **Collect and use data for accountability**
 - **Provide technical assistance to build and sustain an equity-focused approach to early childhood**
 - **Restructure funding consistent with equity and expectations for care and learning**
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Examples of Addressing Equity

Provide high-quality care and support to all children living at high risk for persistent poverty:

- Restructure programs to provide our lowest income families (those eligible for CalWORKS) with priority and support to access the state's highest quality child care options:
 - Address regulatory barriers to accessing care.
 - Create incentives for programs to offer non-traditional hours.
 - Expand full-day care options and/or incentivize part-day care options with coordinated extended hour care.

Eliminate negative impacts of implicit bias:

- Train providers on implicit bias and cultural sensitivity.
- Review data on enrollment, attendance, special education, suspension, and expulsion by race and ethnicity.
- Require reporting of suspensions and expulsions by gender, race, and ethnicity.



Examples of Addressing Equity (continued)

Prepare all childcare professionals to meet the diverse and critical needs of young children:

- Require competency and training in dual language learning, trauma-informed practices, and special needs.

Address racial disparities in compensation and career advancement:

- Rebuild the rate structure to address equity.
- Make available professional learning supports that contribute to advancement in competency and compensation.
- Include pathways for learning and career that are fully inclusive of all caregivers and educators.

Equity and Data

- Data is part of our solution and part of our problem.
- How do we develop equity-focused, data-driven policies and practices?



Data Use and Equity

- ❑ Examine the backgrounds and biases of decision-makers.
- ❑ Commit to digging deeper into the data.
- ❑ Recognize that the data collection process itself impacts people and communities.
- ❑ Ensure there is a balance of burden and benefit to communities.
- ❑ Engage communities as partners in research and credit them for their contribution.
- ❑ Guard against the implied or explicit assumption that white is the normative, standard, or default position.

Source: Andrews, K., Parekh, J., & Peckoo, S. (2019). *How to Embed a Racial and Ethnic Equity Perspective in Research: Practical Guidance for the Research Process*. Child Trends. Retrieved from the [Child Trends website](#).

Goals

California's early childhood system
delivers on the promise
of a *California for All Kids* by

- supporting families and children to thrive;
- caring for caregivers and educators; and
- funding and designing the system to be equitable, effective, and family-centered.



What's next?



**Early October
release of the
Master Plan**



**Engaging
stakeholders
to inform and
implement**



**Adapting to
current
conditions
and leverage
opportunities**

