



Master Plan  
for Early Learning  
and Care

A young girl with dark hair in pigtails is peeking out from behind a red curtain. She is wearing a pink shirt and has a happy expression.

# California for All Kids

## Plan a great start for their future—and ours

Early Childhood Policy Council

DECEMBER 10, 2020



Families & Children

**Promoting practices that ensure  
equitable early learning for all  
young children**



A Parent's Perspective on Inclus..

THIS IS CALIFORNIA

Jamie shares how her son with disabilities experiences suspensions from an early learning program and how she advocated for him to receive equitable care.



Video with descriptive audio



Printable transcript





# By 2030

California's early childhood system delivers on the promise of a *California for All Kids*, improving life outcomes for young children by

- providing comprehensive early learning and care for infants and toddlers;
- ensuring that all families can easily identify, access, and choose care that meets their needs;
- promoting school readiness through universal preschool; and
- growing the quality, size, and stability of the early care and learning workforce.



# Goals

Four goals drive access, quality, opportunity, and affordability:

## Goal 1

### Programs

Unify and strengthen programs and services to support children's learning and development.

## Goal 2

### Workforce

Support children's learning and development by enhancing educator competencies, incentivizing career pathways, and implementing supportive program standards.

## Goal 3

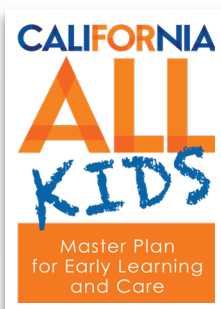
### Funding

Unify funding to advance equity and opportunity.

## Goal 4

### Governance & Administration

Streamline early childhood governance and administration to improve equity.



# Goal 1—Programs

Unify and strengthen programs and services to support children’s learning and development:

## Infant toddler & care

Simplify programs, streamline family eligibility, build workforce capacity, and reform funding.

## Universal preschool

Expand transitional kindergarten to include all 4-year-olds with options for family child care homes and centers that meet comparable requirements; provide two-year preschool experience for income-eligible 3-year-olds and children with disabilities.

## Equitable treatment of children

Use data to identify and support dual language learners and children with disabilities; prepare the workforce to address needs; eliminate suspension and expulsions; and incentivize inclusion.

## Paid family leave

Expand access by increasing wage replacement for low-income families and expand duration of leave as resources allow.

# Strategies to Promote Equity Infants and Toddlers

## Transition programs from CDE to CDSS by June 2021

- CCTR (General Child Care)
- CA AP voucher
- CalWORKS Stages 2 & 3
- Family Child Care Home Networks
- Migrant Childcare

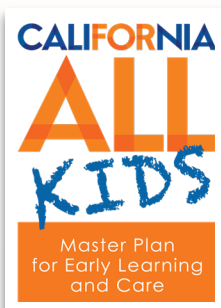
## Consolidate contracts

- CalWORKS Stage 1, 2, & 3
- CA Alternative Payment and Migrant AP (priority for migrant care)
- CCTR, Severely Disabled Program (CHAN) (children with disabilities to age 22)

## Families use of FFN vouchers for CCTR

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## Consolidation and Streamlining by 2022



# More Strategies to Promote Equity Infants and Toddlers

## Paid Family Leave

Increase wage replacement levels to at least 90% goal to reach 100% for low-income families (below 120% of FPL or 70% of SMI)

## Automate eligibility

Automate Eligibility  
If income is at or below the eligibility threshold of another social service program

## Increase quality care

- Child Development (dual language learners, trauma informed practices, children with disabilities and implicit bias/anti-racism)
- Health and Safety

## Expand access to those transitioning out of status

- System Involved Children
- Foster Care
- Persistent Poverty
- Homeless



# Strategies to Promote Equity

## Universal Preschool

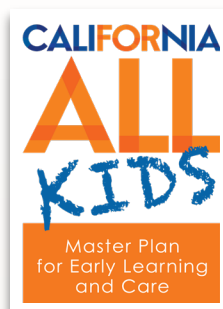
All 4-years old, and two years of preschool for income-eligible 3-year olds and those with disabilities

Expand Transitional Kindergarten with mixed-delivery option that meets comparable standards

Wrap-around care for income-eligible families and fee-based option for all other families

Start with areas with high concentration of families in poverty (districts receiving LCFF concentration funding)

Encourage and support partnerships



# Goal 2—Workforce

Support children’s learning and development by enhancing educator competencies, incentivizing career pathways, and implementing supportive program standards:

## Workforce competency

Revise workforce standards to reflect the competencies the workforce needs to support optimal child development and learning:

- Child development
- Learning environments
- Responsive interactions
- Observations and assessment
- Understanding of DLLs, children with disabilities, and trauma-informed practices
- Family engagement

## Career pathways

Provide multiple entry points and pathways with steppingstones through competencies by increasing professional learning opportunities that contribute to career options, improve higher education pathways, and provide financial incentives.

## Program standards

Streamline and align program standards to support the effectiveness of the system.

# Growing and Connecting a Workforce through Competencies

## TIER 3

### Shared Core of Knowledge & Competencies for Instructional and Other Practices Specific to Educators

- Differentiated/Specialized Knowledge & Competencies Specific to Role:  
*Lead Educators, Master Educators, Coaches, Family Child Care Owner/Operators, Center/Program Directors, Principals*

## TIER 2

### Shared Core of Knowledge & Competencies for Care and Education Professionals

- Differentiated/Specialized Knowledge & Competencies Specific to Role:  
*Home Visitors, Early Intervention Specialists, Infant Mental Health Consultants, Other Specialist Consultants*
- Assistant Roles in Care and Education Settings

## TIER 1

### Shared Core of Knowledge & Competencies in Child Development (Fundamentals)

- Differentiated/Specialized Knowledge & Competencies Specific to Sector and Role:  
*Health Professionals; Social Workers; Other Social Services Professionals*

### Entry Points Into 0–8 Professional Roles

- High School Graduates
- 2-Year and 4-Year College Graduates Transitioning to Child Development and Early Learning Professions
- Practicing Care and Education Professionals
- Training or Practicing Health and Social Services Professionals

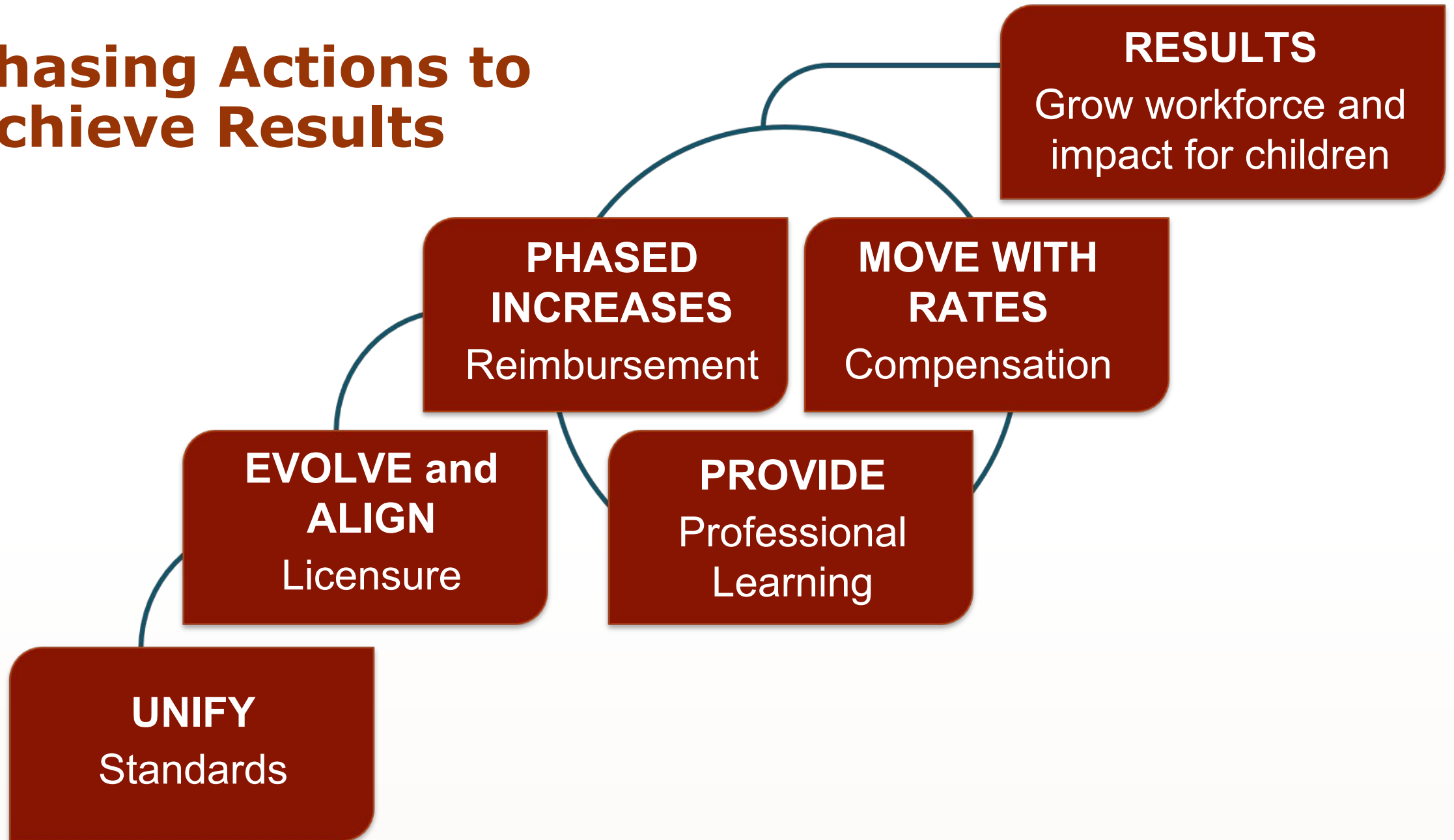


Proposed Roles  
and  
Responsibilities  
of Early  
Learning and  
Care Workforce

	0–3	Preschool (3–4)	School Age
Family, Friend, and Neighbor— (immediate family caregiver)	Kinship care Emergency	Overnight and extended-day care	Kinship care Emergency
FFN—CCDF Health and Safety + incentives	Areas with unmet needs with incentives to advance in workforce, plus overnight and extended-day care		
FCCH—Title 22 (CCDF require- ments) or Title 5 + incentives	Child care	Extended-day care Preschool; must meet criteria	Extended- day care
Centers—Title 5 + incentives	Child care	Extended-day care Preschool; must meet criteria	Extended- day care
School Districts— Title 5, TK	Child care	Preschool/TK; must meet criteria	Extended- day care (After School Education and Safety Program [ASES] Title I, A & D— school-based afterschool)



# Phasing Actions to Achieve Results



# Goal 3—Funding

Unify funding to advance equity and opportunity:

## Sliding scale fee

Eliminate the eligibility cliff and support continuity of care by piloting and bringing to scale options for sliding scale fees.

## Reimbursement rate

Adopt a cost-driven, tiered reimbursement rate structure that reflects equity, simplicity and quality.

### Base rate + adjustments for

- market/zone;
- quality; and
- child characteristics.

# Proposed Subsidized Child Care Reimbursement Rate Formula to Promote Equity

Formula Component	Description
Base rate +	<p>Base rates are specific to provider/program type and organized into three categories:</p> <ul style="list-style-type: none"><li>License-exempt FFN</li><li>Licensed FCCH</li><li>Licensed child care centers</li></ul> <p>The base rate levels are based on a cost model that takes into account provider/program standards (also harmonized across funding streams), including staff-child ratios that vary with child age group (infants, toddlers, and preschoolers).</p>
Adjustment for market/zone +	<p>Some areas of the state are more expensive than others as reflected in the cost of housing, labor, and other factors. A set of zones with common cost levels would be defined and an adjustment applied to the base rate based on zone costs relative to the base rate.</p>
Adjustment for quality +	<p>Providers are encouraged to increase their competencies, enrich program environments to support care and learning, and collect and use data to inform practices. Providers that meet measurable quality indicators would increase their base rate by a multiplicative factor consistent with the associated increase in cost.</p>
Adjustment for child characteristics	<p>The care needs of children vary. The rate structure provides incentives to care for children with diverse needs, including those with special needs, dual language learners, and those at risk for abuse and neglect. The adjustments could also include incentives to address high-need groups, such as infant/toddler care and care during nontraditional hours. The adjustment to the base rate is again a multiplicative factor.</p>
=  Reimbursement  rate for early learning and care	<p>The resulting reimbursement rates would be common across funding streams and would reimburse providers in similar circumstances with the same rate. The base rates plus the identified adjustments are designed to approximate the cost of care.</p>

# Example of Tiered Rate

## Current Rates for Preschool, Child Care Center

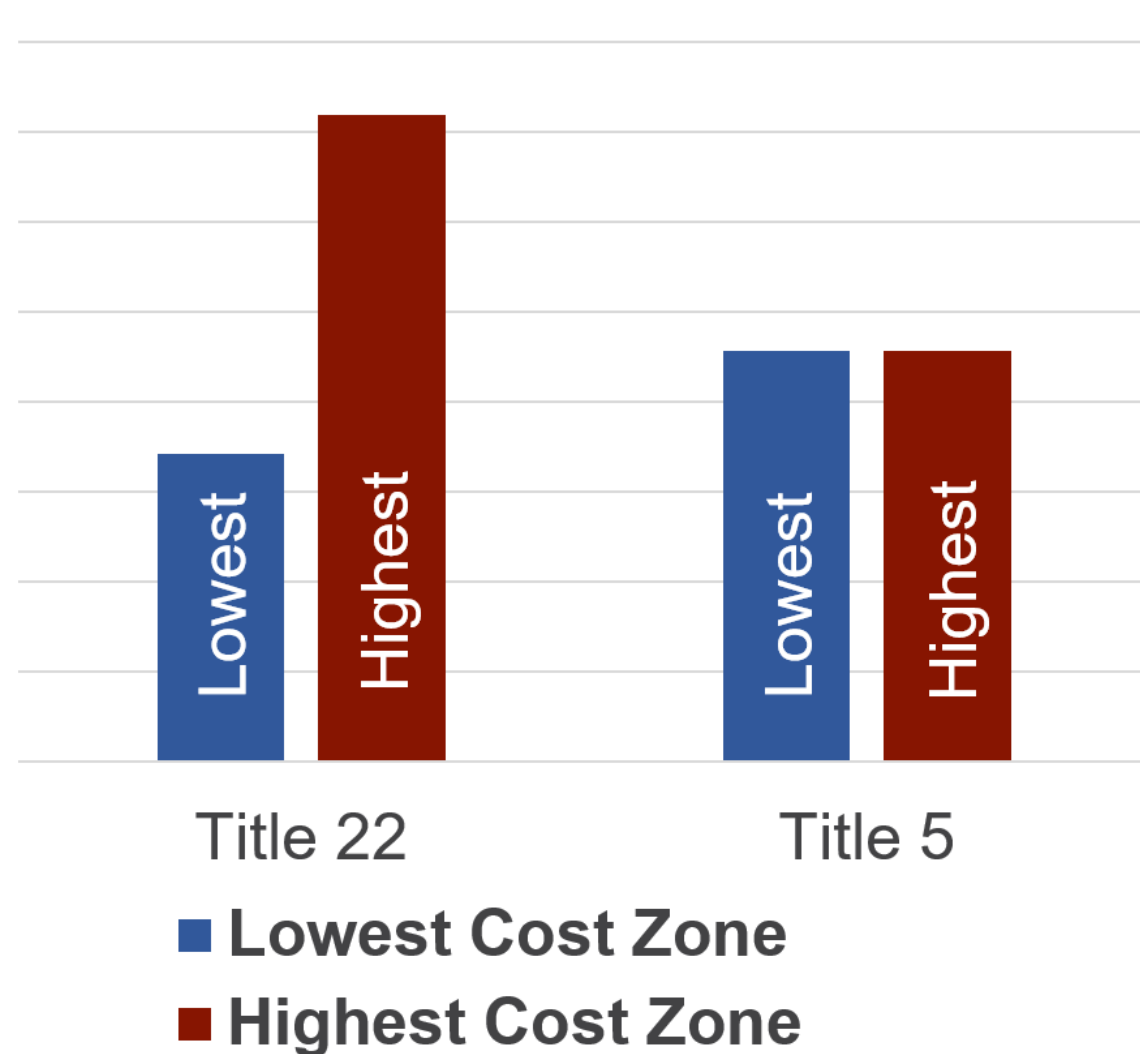
### Lowest Cost Zone

Title 22	Title 5
\$171/week	\$228/week

### Highest Cost Zone

Title 22	Title 5
\$359/week	\$228/week

\$400  
\$350  
\$300  
\$250  
\$200  
\$150  
\$100  
\$50  
\$0





## Lowest Cost Zone

## Highest Cost Zone

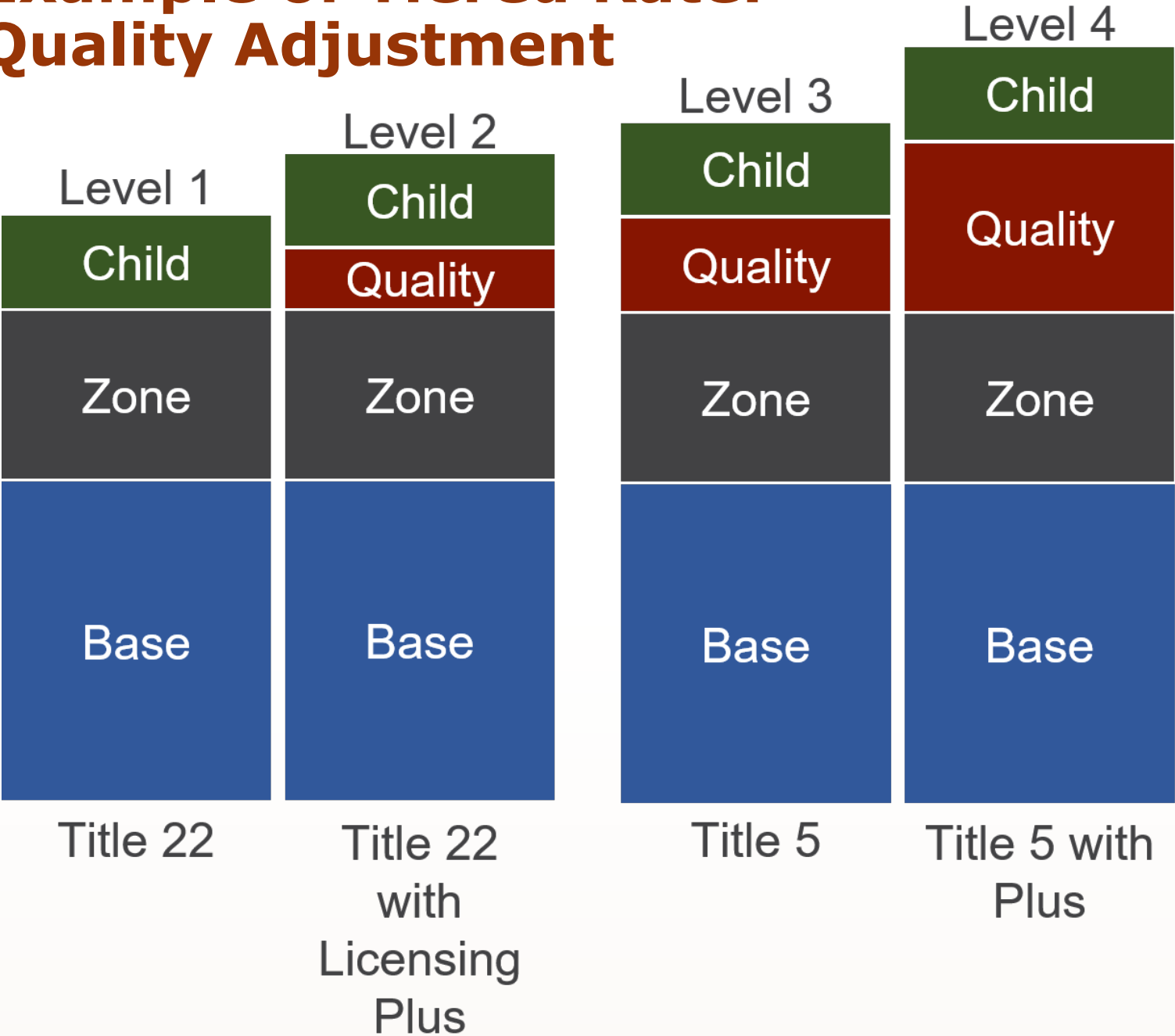
The diagram illustrates the relationship between program standards and cost regions for Title 22 and Title 5 programs. It is divided into two main sections: **LOWEST COST REGION** and **HIGHEST COST REGION**.

**LOWEST COST REGION:** This section shows that the **Minimum Program Standards Met** for both Title 22 and Title 5 programs are in the **Base** category. For Title 22, the **Child** category is also shown. For Title 5, the **Child** and **Quality** categories are shown.

**HIGHEST COST REGION:** This section shows that the **Minimum Program Standards Met** for both Title 22 and Title 5 programs are in the **Zone** category. For Title 22, the **Child** category is also shown. For Title 5, the **Child** and **Quality** categories are shown.

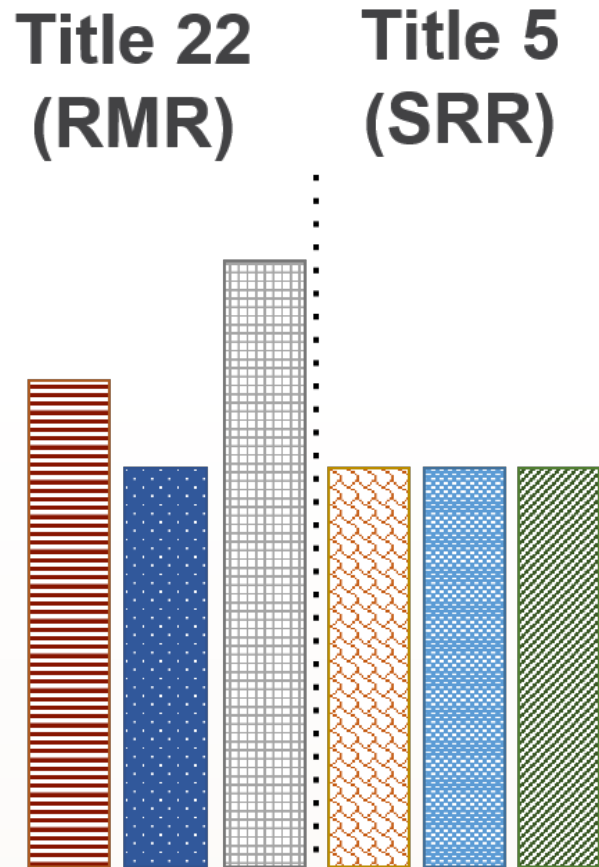
LOWEST COST REGION		HIGHEST COST REGION	
Minimum Program Standards Met		Minimum Program Standards Met	
Title 22	Title 5	Title 22	Title 5
Base	Base	Base	Base
Child	Child	Child	Child
	Quality		Quality
		Zone	Zone

# Example of Tiered Rate: Quality Adjustment



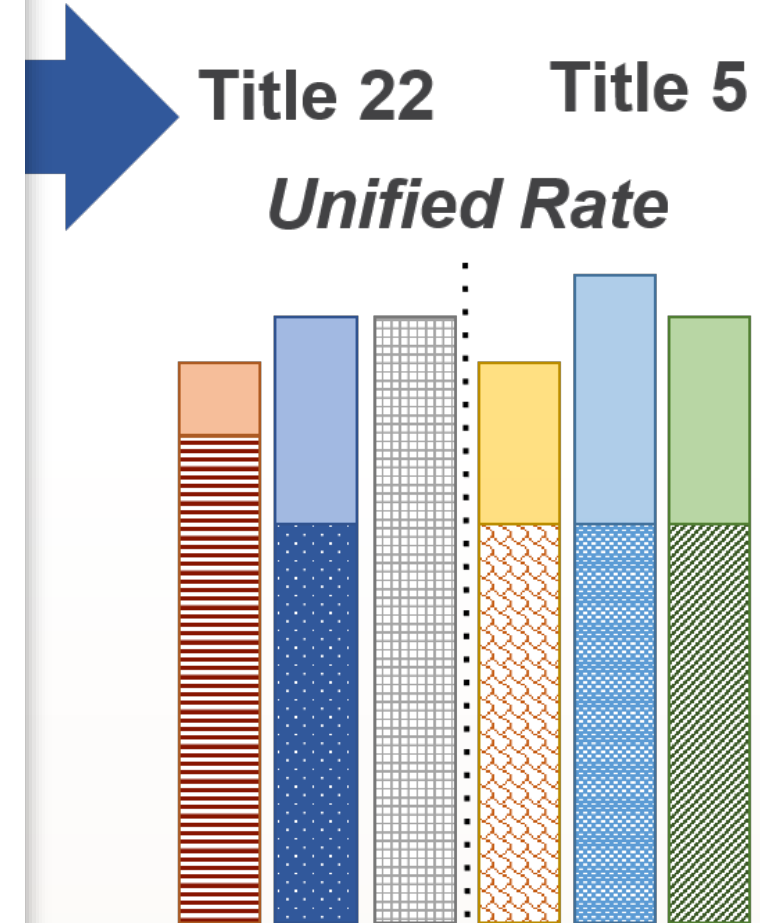
QUALITY:	Adjustment Factor
Level 1 = Licensing	1.0
Level 2 = "Licensing Plus"	1.2
Level 3 = Title 5	1.4
Level 4 = "Title 5 Plus"	1.6

# Phased Implementation



## Transition

- As funding increases, proportionally close Title 5 and 22 funding gaps
- Revise method for RMR to establish target for reimbursement caps for Title 22 and 5 based on cost-driven model with adjustments for tiered structure, zones, and other factors
- Allocate funding proportionally to close gaps between current levels and target reimbursement caps



# Goal 4—Governance & Administration

Streamline early childhood governance and administration to improve equity:

## Streamlined eligibility

Remove access barriers by using eligibility for other programs as a proxy for early learning and care eligibility.

## Integrated data system

Build an integrated data system to improve the experience of families, streamline administration, and support equity.

## Data use

Use data to assess and respond to equity.

## Facilities

Provide resources and supports to expand and improve early learning and care facilities.

## Shared system networks

Create and support networks to streamline and add efficiency to operations and increase access to support and professional learning.





System & Infrastructure

## Using data to bring equity to the forefront of change



Dr. Joseph Johnson Addresses...

### THIS IS CALIFORNIA

Dr. Joseph Johnson, Executive Director of the National Center for Urban School Transformation at San Diego State University, describes the power of a system that ensures equitable early learning for all children.



Video with descriptive audio



Printable transcript



# Federal Opportunities



# Immediate Relief—COVID-19 (1)

What we heard from you...

## Fully recognize the role of the early childhood workforce:

- Provide sufficient non-operational days.
- Provide additional training and financial support (dual language learners, children experiencing trauma, children with disabilities).

## Improve the structure of supports available to providers:

- Provide additional funding for COVID-19 related costs:
  - Additional staffing
  - Reduced or inconsistent enrollment of children
  - Supplies
  - Closure due to COVID-19 exposure
  - Management of health and safety risks
  - Supervision of school-aged children under distance learning mandates
- Provide social services supports including health, mental health, nutrition, and economic support.



# Immediate Relief—COVID-19 (2)

What we heard from you ...

## Prioritize support for families experiencing hardships:

- Provide social service supports for families including health, mental health, nutrition, and economic support.
- Streamline statutes and policies to reduce the burden of applying for services that families need.

## Rethink compensation to ensure equity:

- Additional requirements should include additional compensation.
- Increase compensation to reflect a livable wage and provide benefits (sick leave, bereavement leave, medical, retirement, and non-operational days).

# Immediate Relief—COVID-19 (3)

What we heard from you ...

**Dismantle systemic racist policies that maintain the inequitable status quo:**

- Waive family fees for child care services.
- Extend family eligibility for subsidized care beyond 12 months.
- Provide hotspots, devices, and technologies to support remote learning.
- Provide video- and tele-based therapeutics for young children.

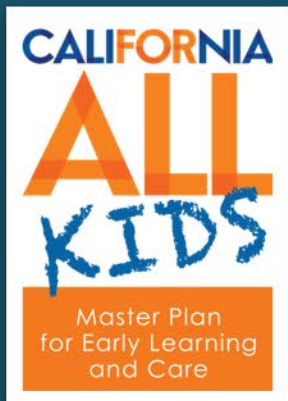
BIDEN PLAN	MASTER PLAN
Provide families with up to 12 weeks of paid family and medical leave	Paid family leave expansion to include more families and time for them to bond with their new children
Ensure access to high-quality, affordable child care and offer universal preschool to three- and four-year-olds	Universal preschool including all four-year-olds and a two-year preschool experience for all three-year-olds living in poverty
Treat caregivers and early childhood educators with respect and dignity, and give them the pay and benefits they deserve, training, and career ladders to higher-paying jobs	Increasing funding to contribute to increased compensation, support, and quality for the early learning and care workforce that attracts more to the profession and supports retention and advancement of those that are part of it now
Build safe, energy-efficient, developmentally appropriate child care facilities, including in workplaces	Invest in infrastructure, including child care facilities

Transforming the system  
will cost \$2 billion to \$12  
billion over ten years,  
supported by

- public investments;
- business contributions;
- Philanthropy; and
- family fees.







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