California for All Kids
Plan a great start for their future—and ours
Early Childhood Policy Council
DECEMBER 10, 2020
Jamie shares how her son with disabilities experiences suspensions from an early learning program and how she advocated for him to receive equitable care.
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:

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Goal 2</th>
<th>Goal 3</th>
<th>Goal 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Programs</strong>&lt;br&gt;Unify and strengthen programs and services to support children’s learning and development.</td>
<td><strong>Workforce</strong>&lt;br&gt;Support children’s learning and development by enhancing educator competencies, incentivizing career pathways, and implementing supportive program standards.</td>
<td><strong>Funding</strong>&lt;br&gt;Unify funding to advance equity and opportunity.</td>
<td><strong>Governance &amp; Administration</strong>&lt;br&gt;Streamline early childhood governance and administration to improve equity.</td>
</tr>
</tbody>
</table>
## Goal 1—Programs

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

<table>
<thead>
<tr>
<th>Infant toddler &amp; care</th>
<th>Universal preschool</th>
<th>Equitable treatment of children</th>
<th>Paid family leave</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simplify programs, streamline family eligibility, build workforce capacity, and reform funding.</td>
<td>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.</td>
<td>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.</td>
<td>Expand access by increasing wage replacement for low-income families and expand duration of leave as resources allow.</td>
</tr>
</tbody>
</table>
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
Consolidation and streamlining by 2022
## More Strategies to Promote Equity
### Infants and Toddlers

<table>
<thead>
<tr>
<th>Paid Family Leave</th>
<th>Automate eligibility</th>
<th>Increase quality care</th>
<th>Expand access to those transitioning out of status</th>
</tr>
</thead>
</table>
| 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 if income is at or below the eligibility threshold of another social service program. | • Child development (dual language learners, trauma informed practices, children with disabilities and implicit bias/anti-racism)  
• Health and safety | • System-involved children  
• Foster care  
• Persistent poverty  
• Homelessness |

---

**CALIFORNIA ALL KIDS**

Master Plan for Early Learning and Care
Strategies to Promote Equity

Universal Preschool

All 4-year-olds 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
<table>
<thead>
<tr>
<th>Proposed Roles and Responsibilities of Early Learning and Care Workforce</th>
<th>0–3</th>
<th>Preschool (3–4)</th>
<th>School Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family, Friend, and Neighbor—(immediate family caregiver)</td>
<td>Kinship care Emergency</td>
<td>Overnight and extended-day care</td>
<td>Kinship care Emergency</td>
</tr>
<tr>
<td>FFN—CCDF Health and Safety + incentives</td>
<td>Areas with unmet needs with incentives to advance in workforce, plus overnight and extended-day care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FCCH—Title 22 (CCDF requirements) or Title 5 + incentives</td>
<td>Child care</td>
<td>Extended-day care</td>
<td>Extended-day care</td>
</tr>
<tr>
<td>Centers—Title 5 + incentives</td>
<td>Child care</td>
<td>Extended-day care</td>
<td>Extended-day care</td>
</tr>
<tr>
<td>School Districts—Title 5, TK</td>
<td>Child care</td>
<td>Preschool/TK; must meet criteria</td>
<td>Extended-day care</td>
</tr>
</tbody>
</table>
Phasing Actions to Achieve Results

RESULTS
Grow workforce and impact for children

UNIFY Standards

PHASED INCREASES
Reimbursement

MOVE WITH RATES
Compensation

EVOLVE and ALIGN
Licensure

PROVIDE
Professional Learning

RESULTS
Grow workforce and impact for children
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

<table>
<thead>
<tr>
<th>Formula Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base rate</strong></td>
<td>Base rates are specific to provider/program type and organized into three categories: License-exempt FFN, Licensed FCCH, Licensed child care centers. 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).</td>
</tr>
<tr>
<td><strong>Adjustment for market/zone</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Adjustment for quality</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Adjustment for child characteristics</strong></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

= Reimbursement rate for early learning and care
# Example of Tiered Rate

## Current Rates for Preschool, Child Care Center

### Lowest Cost Zone

<table>
<thead>
<tr>
<th>Title 22</th>
<th>Title 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>$171/week</td>
<td>$228/week</td>
</tr>
</tbody>
</table>

### Highest Cost Zone

<table>
<thead>
<tr>
<th>Title 22</th>
<th>Title 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>$359/week</td>
<td>$228/week</td>
</tr>
</tbody>
</table>
## Example of Tiered Rate & Adjustments

### Current Rates for Preschool, Child Care Center

#### Lowest Cost Zone

<table>
<thead>
<tr>
<th></th>
<th>Title 22</th>
<th>Title 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td>$171/wk.</td>
<td>$171/wk.</td>
</tr>
<tr>
<td>Quality Adjustment</td>
<td>$171/wk.</td>
<td>$239/wk.</td>
</tr>
<tr>
<td>(1.4 x Title 22 = Title 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Adjustment</td>
<td>$205/wk.</td>
<td>$287/wk.</td>
</tr>
<tr>
<td>(DLL = 1.2 x Base)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Highest Cost Zone

<table>
<thead>
<tr>
<th></th>
<th>Title 22</th>
<th>Title 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base + Zone Adjustment</td>
<td>$359/wk.</td>
<td>$359/wk.</td>
</tr>
<tr>
<td>Quality Adjustment</td>
<td>$359/wk.</td>
<td>$503/wk.</td>
</tr>
<tr>
<td>(1.4 x Title 22 = Title 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Adjustment</td>
<td>$431/wk.</td>
<td>$603/wk.</td>
</tr>
<tr>
<td>(DLL = 1.2 x Base)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Example of Tiered Rate: Quality Adjustment

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child</td>
<td>Child</td>
<td>Child</td>
<td>Quality</td>
</tr>
<tr>
<td>Zone</td>
<td>Zone</td>
<td>Zone</td>
<td>Zone</td>
</tr>
<tr>
<td>Base</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Title 22</td>
<td>Title 22 with Licensing Plus</td>
<td>Title 5</td>
<td>Title 5 with Plus</td>
</tr>
</tbody>
</table>

QUALITY:

<table>
<thead>
<tr>
<th>Adjustment Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 = Licensing</td>
</tr>
<tr>
<td>Level 2 = &quot;Licensing Plus&quot;</td>
</tr>
<tr>
<td>Level 3 = Title 5</td>
</tr>
<tr>
<td>Level 4 = “Title 5 Plus”</td>
</tr>
</tbody>
</table>
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.
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.
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.
<table>
<thead>
<tr>
<th>BIDEN PLAN</th>
<th>MASTER PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide families with up to 12 weeks of paid family and medical leave</td>
<td>Paid family leave expansion to include more families and time for them to bond with their new children</td>
</tr>
<tr>
<td>Ensure access to high-quality, affordable child care and offer universal preschool to three- and four-year-olds</td>
<td>Universal preschool including all four-year-olds and a two-year preschool experience for all three-year-olds living in poverty</td>
</tr>
<tr>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>Build safe, energy-efficient, developmentally appropriate child care facilities, including in workplaces</td>
<td>Invest in infrastructure, including child care facilities</td>
</tr>
</tbody>
</table>
Transforming the system will cost $2 billion to $12 billion over ten years, supported by

- public investments;
- business contributions;
- Philanthropy; and
- family fees.
California for All Kids
Plan a great start for their future—and ours.