

# 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*

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## 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.**

**CALIFORNIA**

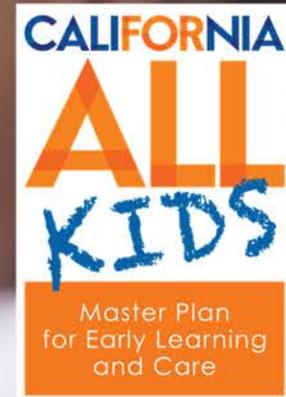
**ALL**

**KIDS**

Master Plan  
for Early Learning  
and Care

“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**



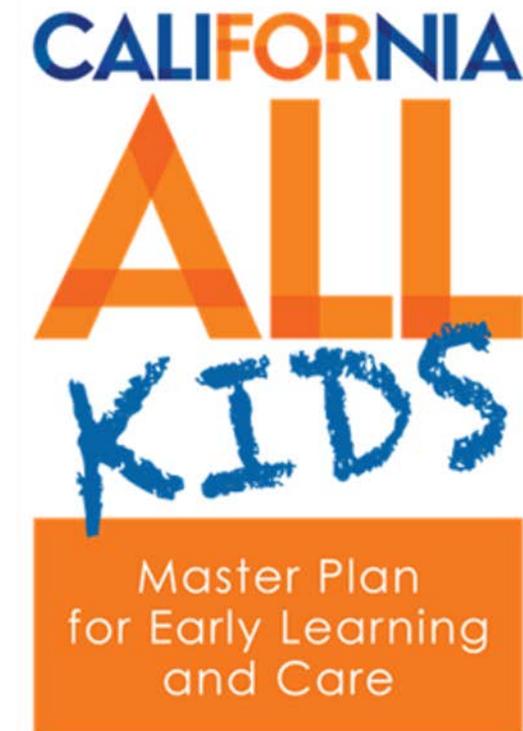


## Since June

- 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]):

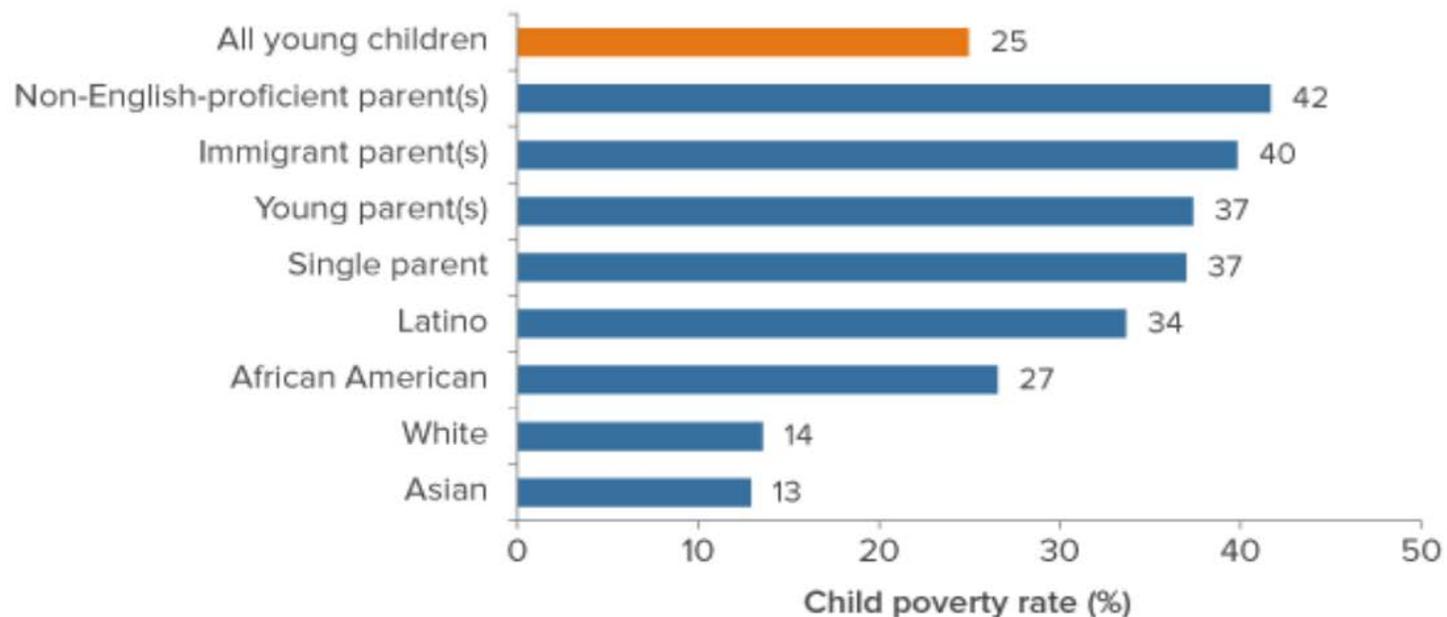
- **Just 64%** of people who were *persistently* poor as children—spending at least half of their childhoods in poverty—attained a high school diploma by age 20, compared to 83% of people who experienced poverty for shorter periods and 93% of people who never lived in poverty as children.
- **Just 3%**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



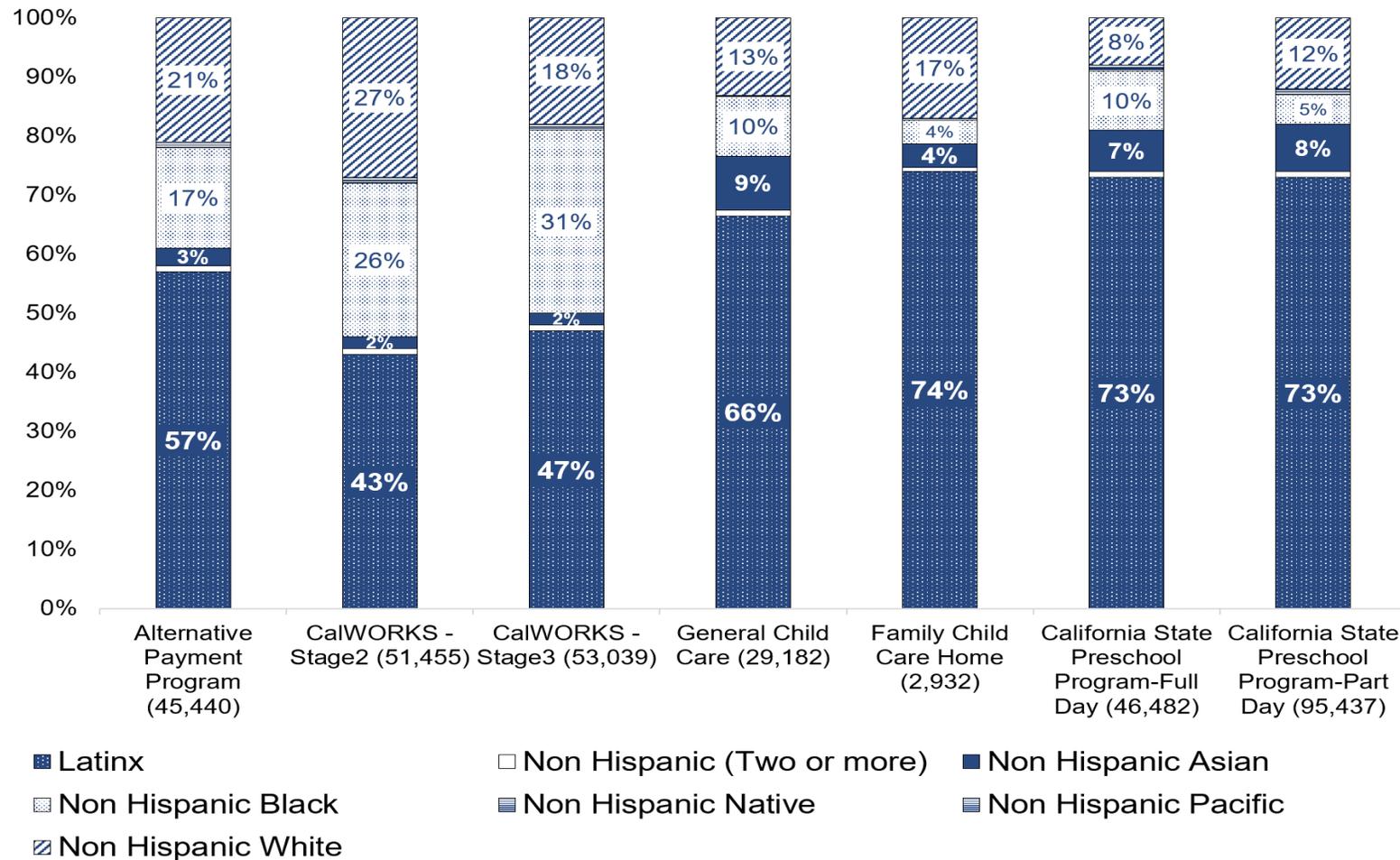
SOURCE: Author calculations from the 2011–2014 California Poverty Measure.

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

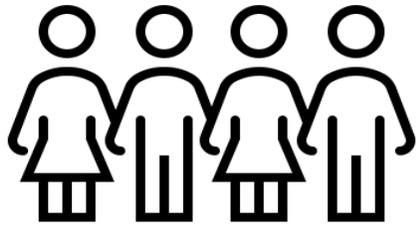
**Source:** Public Policy Institute of California,  
Geography of Child Poverty in California (2017)

# Children receiving subsidized child care varies by race and ethnicity.

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

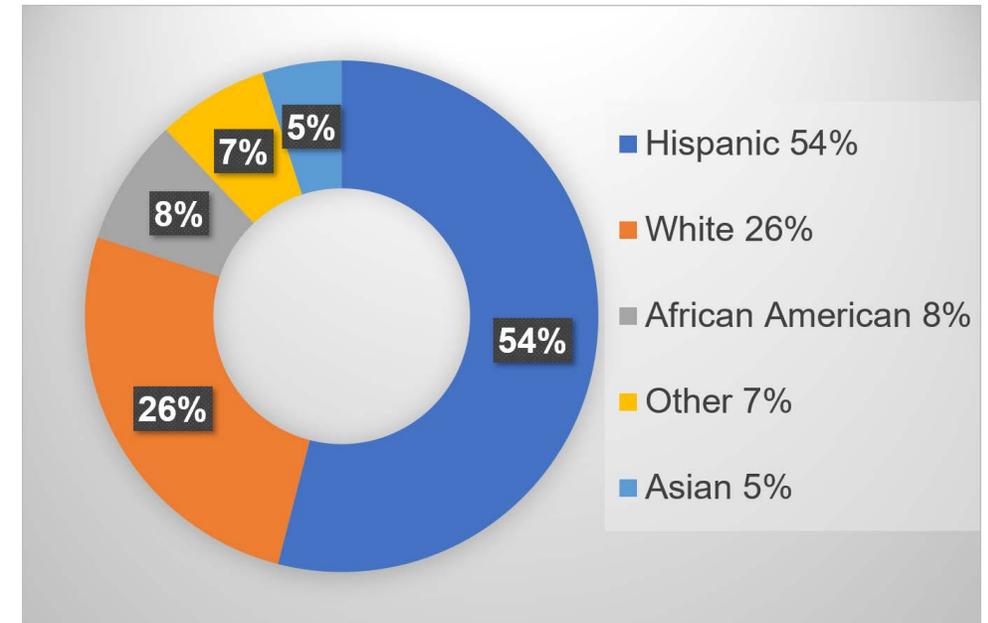


# California early educators are largely women of color and overrepresented among California's low-wage workforce.



**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**
- 



# 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:**

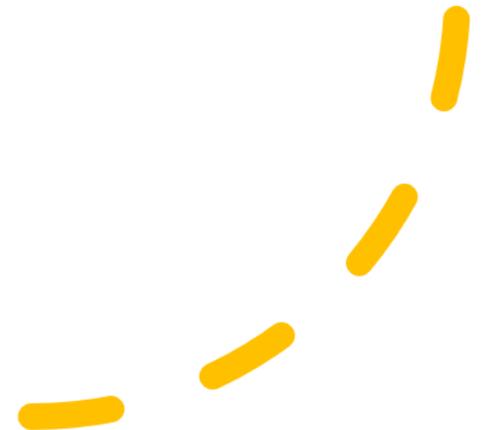
- Require competency and training in dual language learning, trauma-informed practices, and special needs.

**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

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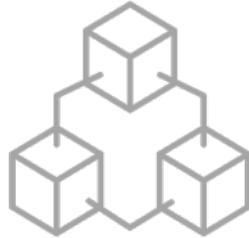
- supporting families and children to thrive;
- caring for caregivers and educators; and
- funding and designing the system to be equitable, effective, and family-centered.



# What's next?



**Early October  
release of the  
Master Plan**



**Engaging  
stakeholders  
to inform and  
implement**



**Adapting to  
current  
conditions  
and leverage  
opportunities**

# Discussion

