



Public Policy Platform 2019-2021

Approved by Membership October 28, 2020

EveryChild California provides and develops leadership and education that supports publicly funded early care and education programs for children from birth to age 13 and their families. At the start of the COVID-19 epidemic, Child care and early learning programs were defined as essential services in the state of California. The vital importance of early care and education programs has never been as obvious as during this crisis. Increased funding and continued supports and investments of the industry are needed to fully support this field for all of the important work they do.

EveryChild California was formed in 1943 for technical and community support for administrators of children's programs, and to advocate and lobby for the continuance of state funded child care programs that were created during World War II. In the 1970s, EveryChild California supported legislation to add new delivery models and funding for early education programs.

Over the years, EveryChild California has continued to provide leadership and technical assistance to the early education field through:

FUNDING: Increases in funding, accounting for cost of care differences, regionalization of reimbursement rates to provide resources and training for staff in early education programs to ensure the highest quality education and school readiness to children and families.

QUALITY: Improve systems to increase quality standards of early education programs. Address and solve problems within state policies and procedures to increase efficiencies in basic health and safety for children and support additional quality activities in the state.

ACCESS: Increase access for low-income families who need quality early education programs by adding spaces and increasing the income eligibility level (SMI level). Minimize contract restrictions to allow diverse agencies to apply for expansion funding and allow funding flexibility for agencies to serve multiple age-groups to meet the needs within their communities.

WORKFORCE: Continue the professionalization of the early care and education industry including a respected, effective, well-compensated, and professionally supported workforce.

PARTNERSHIP: Create and improve partnerships with the California Department of Education, the Department of Social Services, Health and Human Services, First 5's, Sister Associations and other partnering organizations to narrow gaps between state policies and the programs implementing these policies and to streamline administrative burdens.

2019-21 Public Policy Priorities

Pending approval by membership

California's economic success and viability rely upon a comprehensive early care and education system that includes a local, diverse delivery system.

Funding

- a. Ensure all subsidized Early Childhood Education programs have adequate funding, reflecting true cost of care, and allowing for increased access to families
- b. Establish a system of Rate Regionalization accounting for countywide difference, moving towards statewide rate reform
- c. Maintain and increase flexibility for subsidized contracts, allowing for intra-agency transfers
- d. Maintain and increase funding to infant/toddler care and full-day/full year care
- e. Maintain funding at current levels for the hold programs harmless until 2021-22

Quality

- a. Maximize existing ECE programs supply, utilizing programs which maximize developmentally appropriate activities for children
- b. Facilitate Title 5/22 changes to maintain basic health and quality standards for all children in California, while maintaining integrity for all contract types with the shift to DSS
- c. Enhance funding and services to provide professional development opportunities for all contractors to increase quality

Access

- a. Contract flexibility to reduce administrative technicalities in moving funds between age groups and program types and departments
- b. Establish a methodology to determine the unmet need in the state of California
- c. Explore facility development and grants for early childhood programs
- d. Maximize enrollment to families for distance and remote learning

Workforce

- a. Advocate for a multi-pronged approach to increase supports and compensation for the early care and education workforce
- b. Provide pathways for career advancement and quality improvement for providers in all settings.
- c. Address the staffing crisis, support qualified staff, and explore emergency permits for staff within the subsidized ECE field
- d. Support and engage in Paid Family Leave conversations

Partnership

- a. Ensure that any proposed changes to the Teacher Permit Matrix meets the needs of subsidized ECE programs
- b. Support practicum opportunities for students through a partnership with Community College ECE programs and Lab Schools
- c. Support and advocate for a consistent FCCHN delivery model
- d. Maintain an active policy role the Early Learning and Care Division, Extended Learning Division, Fiscal Division of the California Department of Education, Department of Finance, Legislative Analyst's Office, DSS, Community Care Licensing, and First 5's - Including regulations and clarifying standards and requirements for ECE programs, including CCDBG Health and Safety.
- e. Continue active policy role in advocacy and legislative efforts with sister organizations, the ECE Coalition and stakeholders.