



## Public Policy Platform 2019-2021

*Approved by membership on October 16, 2019*

EveryChild California, formally CCDAA, 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.

EveryChild California was formed in 1943 for mutual technical support for administrators of children's programs, and in the late 1940s 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 competent, effective, well-compensated, and professionally supported workforce.

**PARTNERSHIP:** Create and improve partnerships with the California Department of Education, the Department of Social Services, First 5's 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

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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 cost of care, and allowing increased access for families
- b. Establish a system of Rate Regionalization accounting for countywide difference, moving towards statewide rate reform
- c. Increase flexibility for CDE contracts
- d. Promote and increase funding to infant/toddler care
- e. Explore including early care and education as a beneficiary for future education funding, in addition to schools and local governments

## Quality

- a. Facilitate Title 5/22 changes to maintain basic health and quality standards for all children in California
- b. 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
- b. Establish a methodology to determine the unmet need in the state of California
- c. Explore facility development and grants for early childhood programs

## Workforce

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

## Partnership

- a. Facilitate Teacher Permit Matrix changes to meet the needs of subsidized ECE programs
- b. Support Community College ECE programs and Lab Schools
- c. Strengthen the FCCHEN delivery model
- d. Maintain an active policy role with administrators at Early Learning and Care Division, Extended Learning Division, and the Fiscal Division of the California Department of Education, Department of Finance, Legislative Analyst's Office, Community Care Licensing, and First 5's – Including regulations and clarifying standards and requirements for state funded ECE programs, including CCDBG Health and Safety Standards.
- e. Continue active policy role in advocacy and legislative efforts with sister organizations, the ECE Coalition and stakeholders.