

# Educare Los Angeles at Long Beach

## Equity in Action

2020-2021  
Annual Report



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# Welcome Letter from Advisory Board Chair

At Educare Los Angeles at Long Beach, our campus serves as a learning hub that innovates, evaluates, informs, inspires and shares best practices and policies to transform the lives of young children and their families in under-resourced communities.

Our school was specifically created to show the importance of early childhood education as a part of the school system and the larger Early Learning and Care ecosystem. Our school is a community. It is a place intentionally designed with indoor and outdoor spaces for children, resource and learning spaces for our community, large meeting rooms and spaces to observe classrooms.

Like a teaching hospital is to healthcare, we work to support the larger eco-system in Long Beach and promote innovation and support professional development. Our goal at Educare is to go beyond the walls and be a platform for change. Educare is an asset to the state of California, displaying what a gold standard Early Learning and Care Center can and should be for every child.

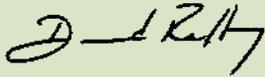
We applaud Governor Newsom’s Master Plan for Early Learning and Care that lays out a vision and plan to make the quality exemplified in Educare the goal for every Californian child and family.

We are excited to share the 2020-2021 Educare Los Angeles at Long Beach Annual Report with stories, data and more, highlighting our curriculum and community partnerships success.

Thank you to our children, families, educators, community partners and supporters who make our school so unique. We know our work is not complete until every child has an equal chance to succeed.

Please reach out to us and ask how we can make Educare Los Angeles at Long Beach a resource for you and your organization.

With gratitude and appreciation,



David Rattray  
Educare Los Angeles at Long Beach, Advisory Board Chair  
UNITE-LA, CEO



## Educare Mission and Vision Statement

At Educare Los Angeles at Long Beach (ELALB), we believe that every child deserves the opportunity to be successful in school and in life. We are committed to quality, equity, partnerships and serving as a platform for change through the intersection of policy, research and practice. As a part of the Educare Learning Network, ELALB demonstrates research-based early childhood education prevents the persistent achievement gaps for our nation’s most at-risk young children.

# Principal's Corner

From Principal Harris:

## 2020-21: Our Response to the COVID-19 Pandemic

The COVID-19 pandemic brought deep suffering to our country and across the world as we confronted extended and interconnected health, economic, social, and racial justice crises. The effects of the pandemic were especially harsh for children, families and under-resourced communities which were already struggling with the effects of intergenerational poverty and disparities in health, employment, and education outcomes before the current crisis began.

The Long Beach Unified School District closed all schools due to the COVID-19 pandemic in March 2020, including our school. By July 2020, half of our 192 students received in-person services while the other half received online-virtual services. Under the guidance from Long Beach Head Start, we worked diligently to develop new and creative ways to continue addressing the needs of both Educare families and staff.

I have tremendous appreciation to the Educare Community who transformed a year full of challenges into possibilities, resilience, and hope for families. Our work was made possible by our staff, families, community, Educare Advisory Board, Partners, Contributors, and each of you. The Educare pandemic response led to a positive impact and it continues to resonate beyond the walls of our school.

On behalf of Educare Los Angeles at Long Beach, thank you so much for your support that allows us to continue the remarkable job of providing high quality care, learning, and growing opportunities for children, families, and community.



Maria Harris, Principal

### Resources & supports provided to families included:



Basic Supports, including diapers, wipes, cleaning supplies, and food



Connections to community organizations offering medical and dental care, assistance with utility bills, housing supports, job skills training and employment supports.



Flexible delivery of early childhood and family support services through a combination of onsite, virtual and "hybrid" approaches.



Staff professional development to meet families' specific needs during the pandemic; developing staff members' capacity to work with children and families through virtual platforms



Influencing public policy and systems, joining local and national partners in calling for Congress to include significant and flexible funds for childcare in both stimulus packages

# Pandemic Response: Engage Families in Learning at Home

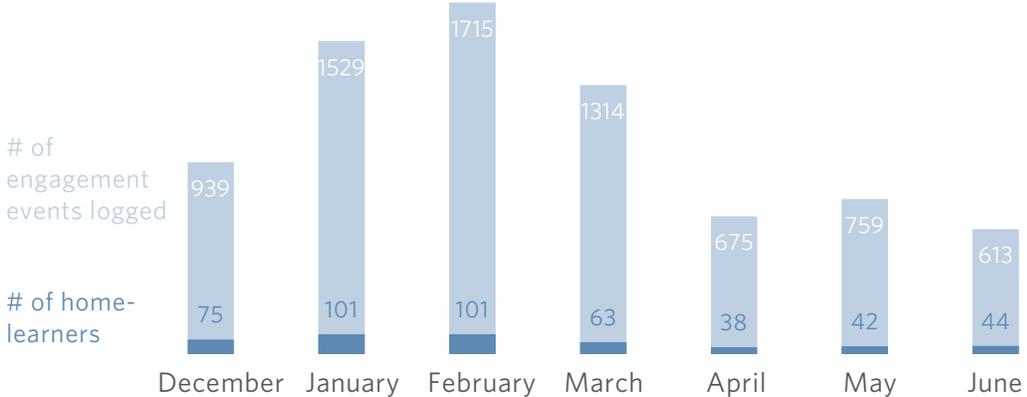
## Innovation in providing the Educare experience & describing home learning during COVID-19

In order to describe and quantify how teachers and families were engaging in home learning, the Local Evaluation Partner met with Mentoring Supervisors and teachers working with home learners to develop a tracking and coding system.

In December 2020, teachers began logging engagement with Home Learners as one of nine codes that reflected the types of engagement between teachers and home-learning families:

Absence	Google Meet	Multiple engagements
Check-in	Home Activity	Other
Google Classroom	Learning Genie	Ready Rosie

January and February, when COVID cases were surging, had the highest numbers of **home learners** (more than half the school) and a corresponding high number of **engagements**.



Teachers created Google Classrooms to connect with families in many ways. Recorded Google Meets in English and Spanish were posted along with resources on child cognitive and emotional development, language and communication, health/nutrition and benefits of early multilingualism. They shared home activities, book reading videos, songs and breathing techniques.



Family Support Specialists, Mental Health staff and Leadership joined teachers and families in Parent meetings

# Pandemic Response: Engage Families in Learning at Home

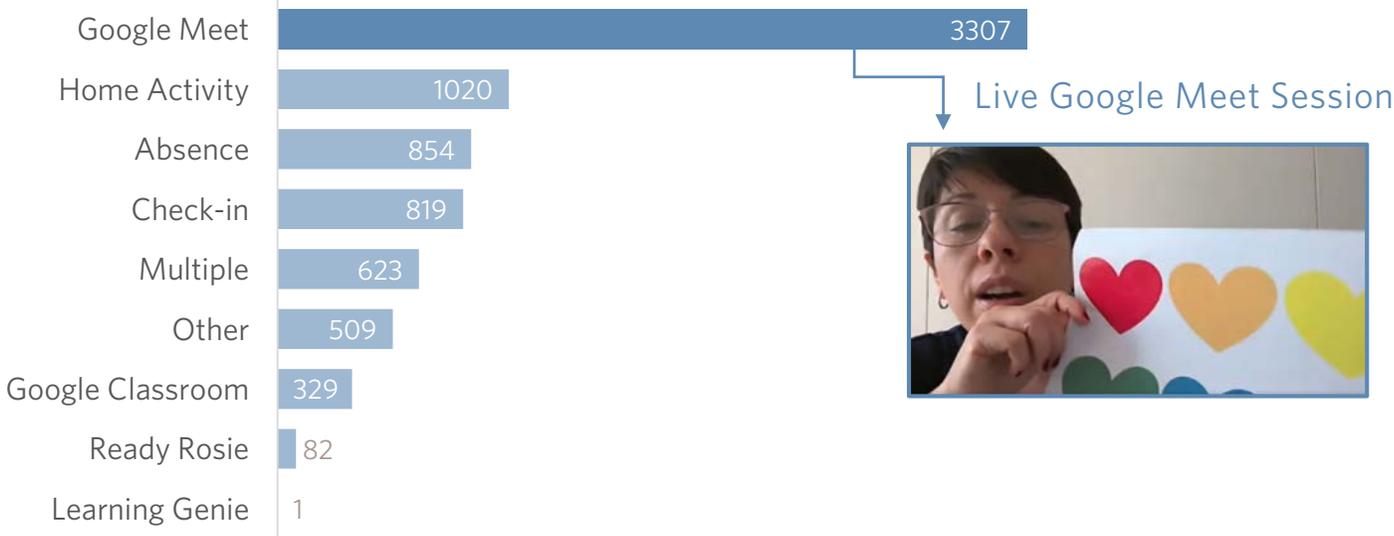
Families most often took advantage of opportunities to engage in live, synchronous learning opportunities with teachers on **Google Meet**.

The next most common activities were “**Home Activity**” using materials/activities to engage children in teacher-planned content at home & simple check-ins.

**Multiple** types of engagements on a single day was also common, and was recorded over 600 times, representing over 1500 engagements. When families engaged in more than one type of event, they most often combined Google Meet with another activity.

- Google Meet + Home Activity (207)
- Google Classroom, Google Meet + Home Activity (110)
- Google Meet, Home Activity + Ready Rosie (70)
- Google Classroom + Home Activity (69)

Home activities focused on literacy & math development as well as self-regulation, resilience and social-emotional learning.



Teachers shared important reasons why they incorporate breathing into their daily Google Meets: breathing helps us relax and also helps our brain concentrate better



Breathing exercises & guided meditation for kids



Teachers shared resources on Building Early Literacy Skills that focus on 5 simple activities: Sing, Talk, Read, Write, Play

# Our Impact: About Educare Los Angeles at Long Beach

## History

In 2014, the Long Beach Education Foundation, the Long Beach Unified School District (LBUSD), UNITE-LA, the Mayor for the City of Long Beach, Advancement Project (AP), and the L.A. Partnership for Early Childhood Investment (LAPECI) established a partnership with the Educare Learning Network (ELN) to open Educare Los Angeles at Long Beach (ELALB). It is the 22nd school in the ELN and the second in California and the first in southern California. This school was developed through a public-private partnership of partners committed to elevating, strengthening, and expanding quality early childhood education and care.

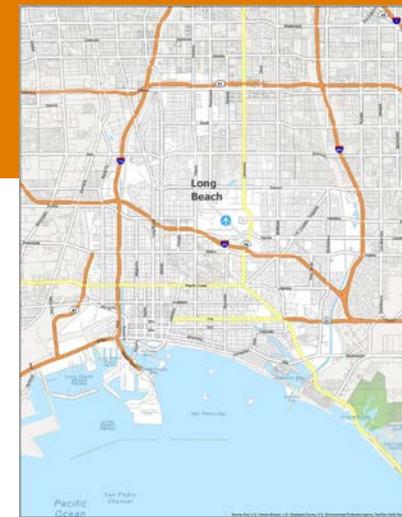
## Where We Work

Long Beach is the 7th largest city in California and has a highly diverse population (51% White, 17% Other Race, 13% Asian, and 13% Black/African American), a growing workforce, and a declining unemployment rate. However, it is home to some of California's most needy children and their families. Nineteen percent of the Long Beach population has less than a high school diploma, and the city ranks in the bottom ten nationwide for adult literacy. Limited education, low literacy rates and inadequate job skills threaten to deepen the cycle of economic hardship in families where paying for childcare is a challenge.

Long Beach Unified School District (LBUSD) has been working to actively close the unmet need gap between those who are eligible for childcare/early education programs and those the district is able to serve. LBUSD has over 12,000 full-time and part-time employees providing educational and support services for more than 70,000 students from preschool to high school in 85 educational facilities located in Long Beach, Lakewood, Signal Hill and Avalon on Catalina Island.

## Who We Serve

LBUSD families are diverse with over 58% of the student population identifying as Hispanic, 12% Black, 12% White and 17% multiple races and ethnicities. The number of Cambodian residents within the district is the largest single population outside of Cambodia. Dozens of languages are spoken by students, to primarily include Spanish and Khmer. More than 13% of students are English language learners and 62% have been identified as socioeconomically disadvantaged.



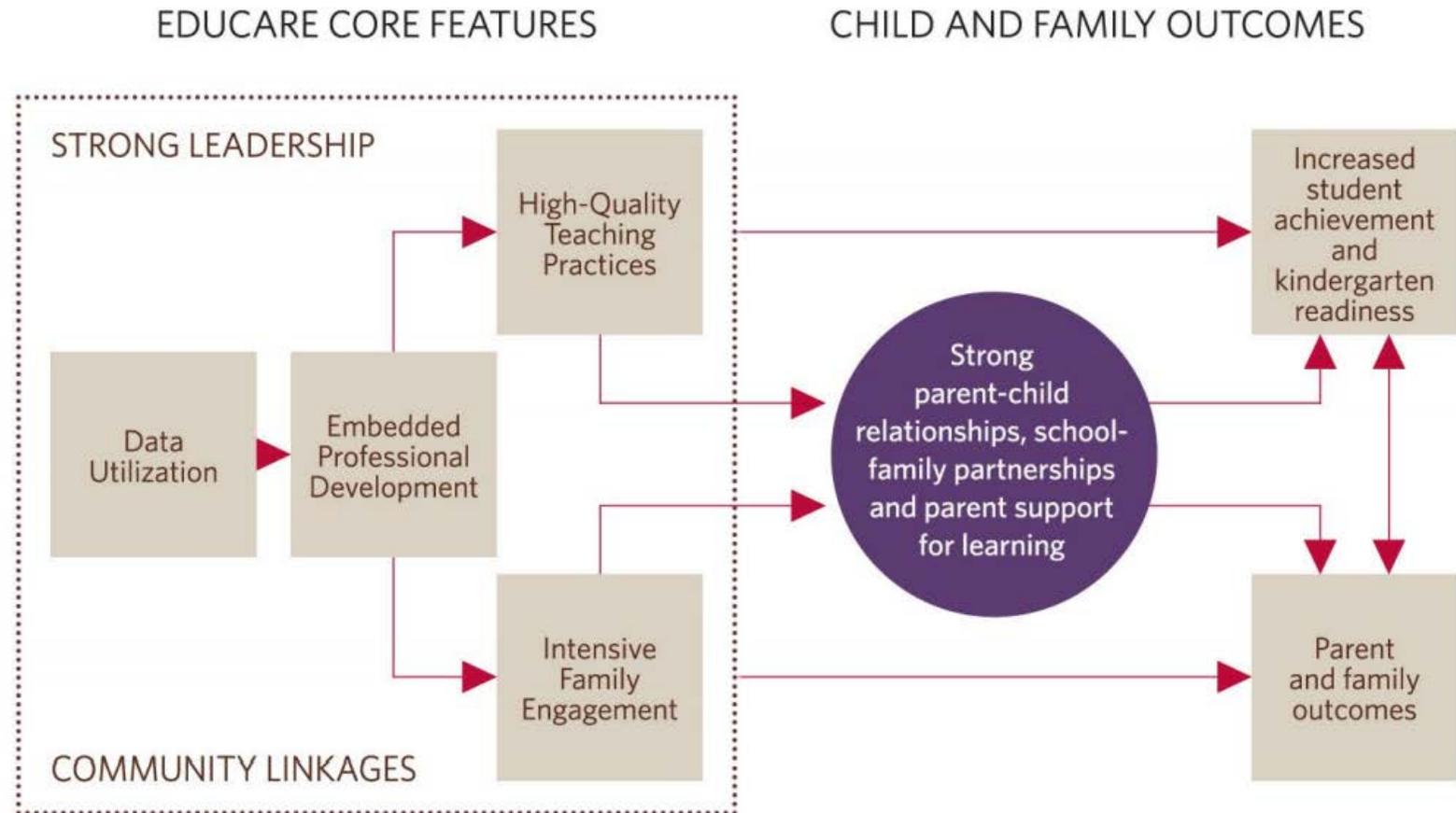
# Our Research-based Program Model

## The Educare Model Framework & Theory of Change

Four core features compose Educare's theory of change:

- 1) Data utilization
- 2) Embedded professional development,
- 3) High-quality teaching practices and
- 4) Intensive family engagement.

Strong leadership at Educare Schools supports the implementation of the model and develops the culture for high-quality early childhood education and family support services. In addition, community linkages provide a myriad of community-based services that support access to resources for children, families, and staff.



# Our Year in Review

## 2020-21

### Equity by the Numbers



- 210 Children attended during 2020-21
- 167 Total number of families served during 2020-21
- 42 Kindergarten-bound children who completed the program
- 9 On-site Learners
- 14 Home Learners
- 19 Hybrid Home/On-site through the year

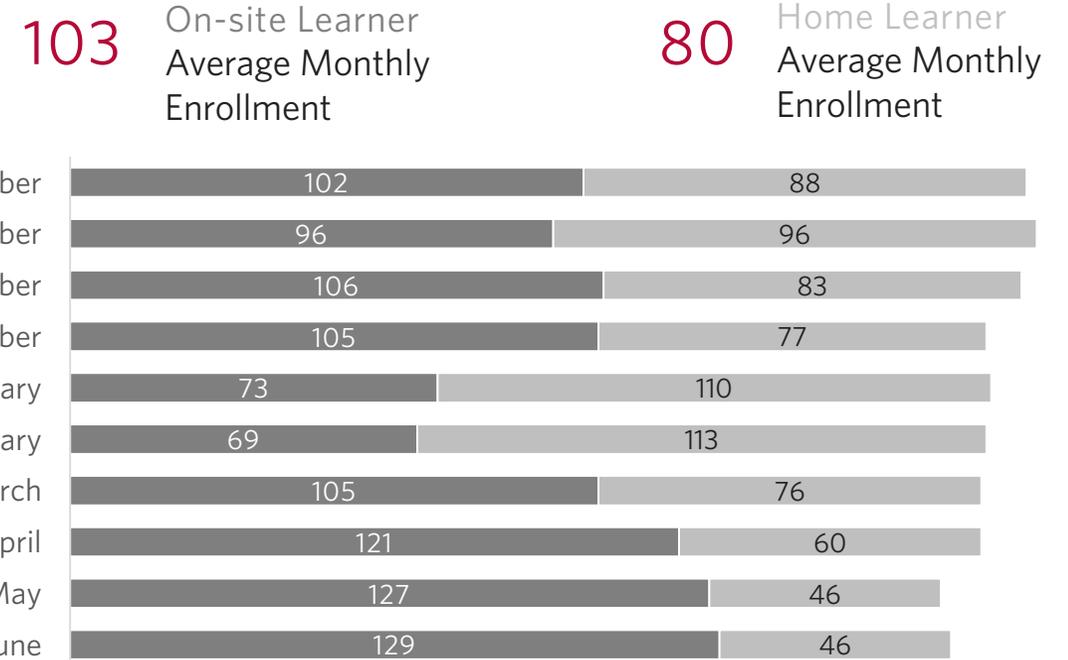


Full implementation of Spanish Dual Language Model for Heritage Learners in all **16** Educare Classrooms



Served over **100** Long Beach families with Free Diapers and Infant Supplies in partnership with Long Beach Mayor's Fund for Education

Overall more children were enrolled as On-Site Learners; however in the months of January and February Home Learners increased as COVID numbers increased. During Spring months, students increasingly were enrolled On-Site.



# Our Families

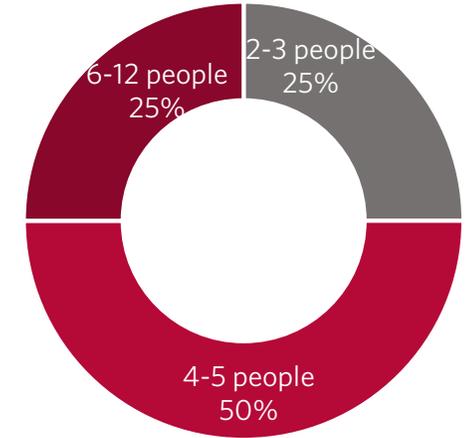
Whole Child,  
Whole Family

**65%** One-parent Family

**42%** Primary caregivers with associate's, Bachelor's degree or higher

Household size varies considerably, with family size ranging from 2 to 12; this year, 9% more families were in the smallest category of 2-3 people.

- Adults: 9% of households have 4 adults, with another 4% having 5-9 adults
- Children: 12% of households have 4 children, 6% with 5 and 3% with 6-8

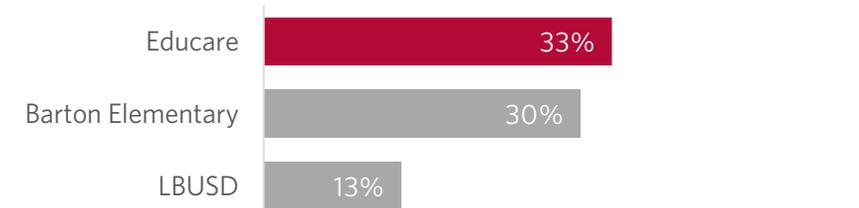


## Our Families as part of the Neighborhood

**Educare** is located next to Barton Elementary, within LBUSD. **Educare** serves a higher proportion of Black/African American families than LBUSD overall, while enrollment is similar at Barton. Hispanic family enrollment at **Educare** is similar to Barton and to LBUSD.

The Barton Elementary neighborhood serves a higher proportion of Low Socioeconomic Status families at 89%, as compared to the District at 63%.

### Black/African American



### Hispanic



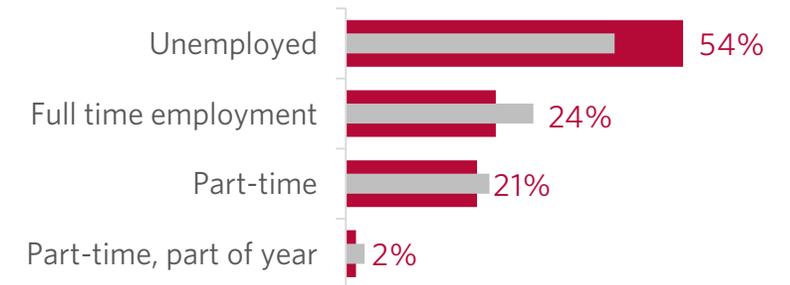
# 2020-21 Family Eligibility for Enrollment

Families with children from birth to age five were eligible to enroll in Educare under one of the categories below:

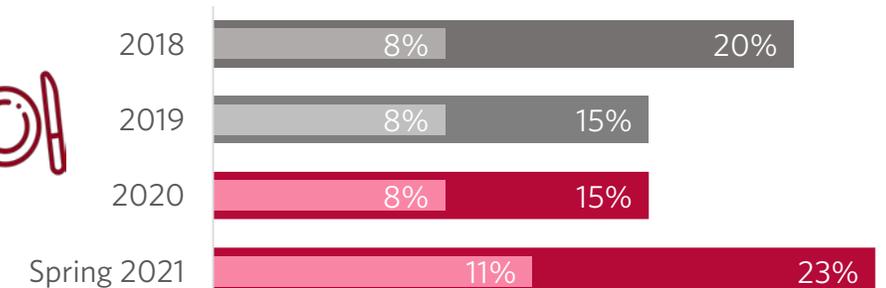
Receiving Public Assistance	26%
Income Below the Federal Poverty Guidelines (FPG)	50%
Income between 100-130% of the FPG	3%
Income over 130% of the FPG	4%
Foster	12%
Homeless	5%

Families reported additional concerns with employment and food/housing insecurity. COVID-19 may have been negatively impacting Educare families' financial circumstances.

Over half of primary caregivers **were unemployed in 2020-21**, an increase in 11% from 2019-20



Food and housing insecurities rose in **2020-21**, with nearly a quarter of families expressing food insecurity in Spring 2021.



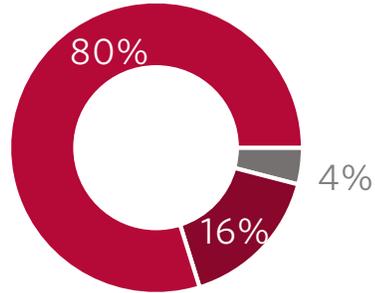
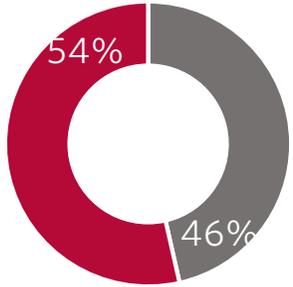
The darker bars show concern in these areas and the lighter bars indicate families who report running out of food or becoming homeless.



# The Children of Educare

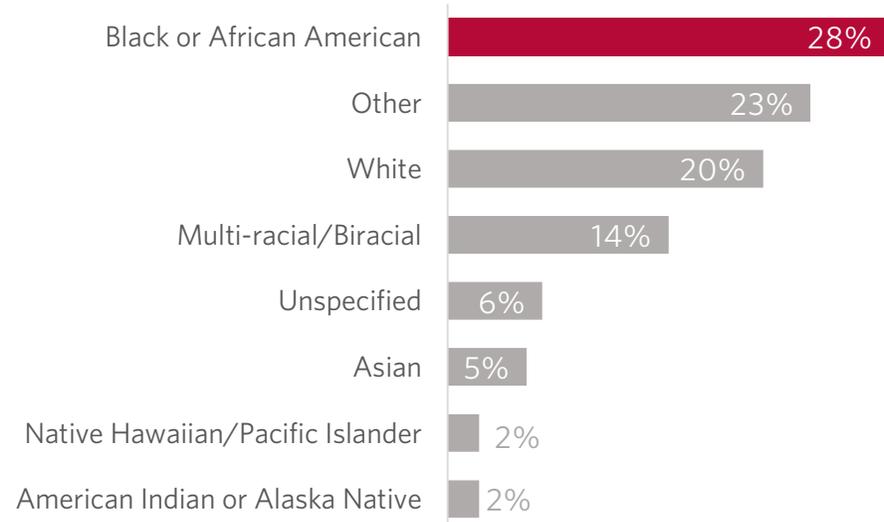
Slightly more **PreK** students than Infants Toddlers/Twos (ITTs)

Students' primary language at home is most often **English**, although some primarily speak **Spanish** or Other languages



57% of children were identified as Hispanic

Over 1/4 of children were identified as **Black or African American**



**8%** Disability/Special needs

IEP: Individualized Education Program or IFSP: Individualized Family Service Plan

- 5% Speech or language impairment
- 3% Uncertain
- < 1% Autism or "Other"

**18%** Special health needs

**8% Allergies**

- Food allergy 5%
- Food sensitivity 3%
- Environmental 3%
- Insect sting 1%

**8% Asthma**

**1% Anemia**

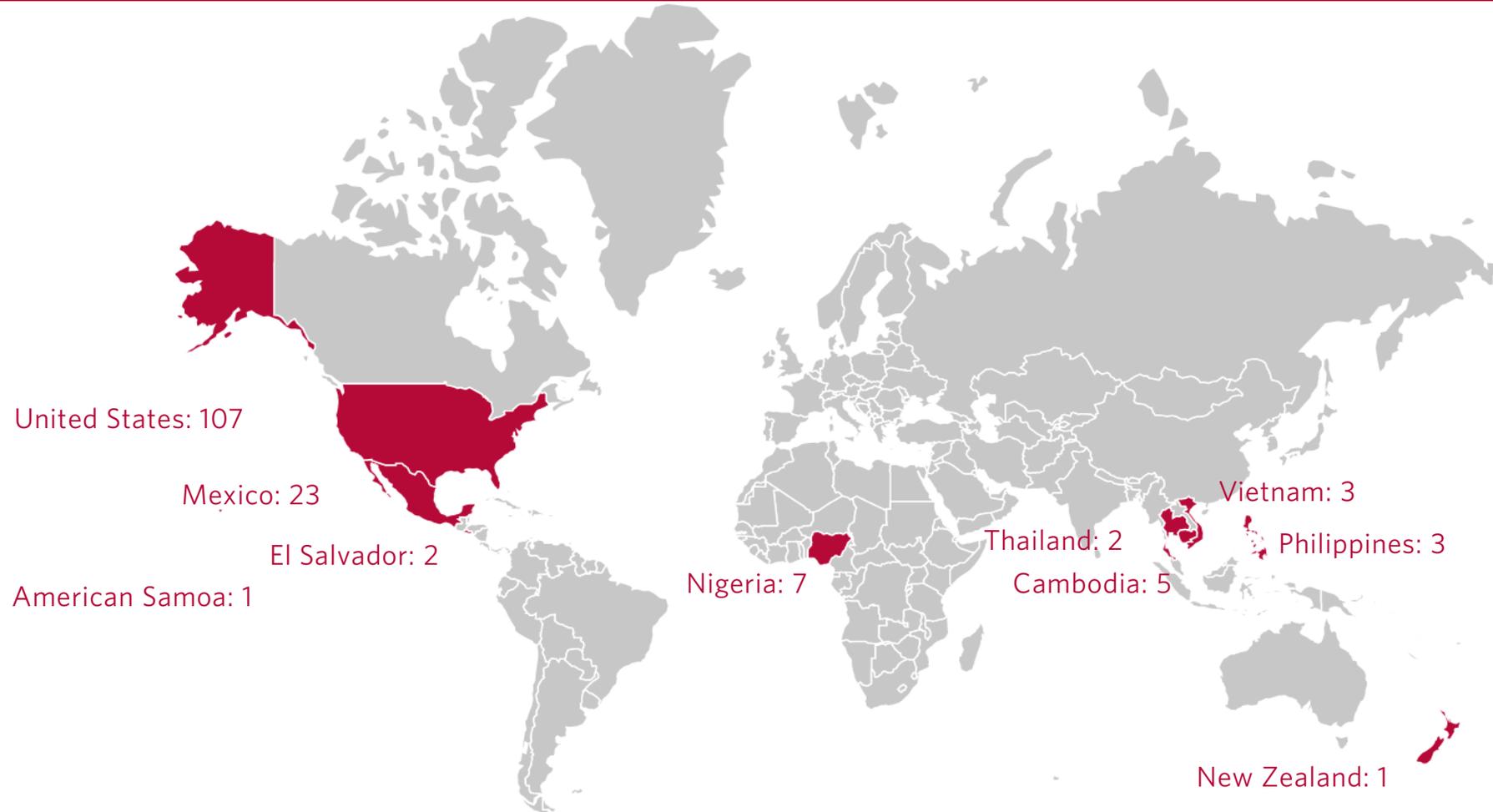
**1% Eczema**

**1% Obesity**

**1% Visual problems**

\*Children may have more than one health concern

# Educare Los Angeles at Long Beach Families are Diverse



23%

of families report having 1 of 4 primary languages other than English the language spoken at home

Spanish: 18% Khmer: 2% Vietnamese: 1% Other/Not specified: 2%

31%

of children have Primary Caregivers who were born in one of 9 countries outside of the United States\*

\* Based upon Fall Family Interview

# Our Accomplishments: The Four Ps

We prepare our children and their families for elementary school. We do that through what we call the Four P's – **Place, Partnership, Program and Platform for Change**

## Place

warm and inviting space that is a wrapper for the program

### Brazelton Touchpoints, Phase 2 - Community Level Training

Three educators became certified Touchpoint trainers, positioning ELALB as a Touchpoints training site for community organizations working with at-risk children and families



## Partnership

environment supports the inclusion of other community programs

### Sobrato Early Academic Language (SEAL)

Full implementation of a *Spanish Dual Language Model for Heritage Learners* was in place in all 16 Educare classrooms



### Head Start & Early Head Start

Led the work on Head Start/Educare Dual Language Committee addressing culture and home language in Head Start Programs systems.



### Attendance Works "All In" Campaign

Supported Attendance Works (national organization dedicated to advancing student success and closing equity gaps) "All In" year-long citywide campaign to improve attendance and reduce truancy in all PreK-12 schools in Long Beach; leading to increase supports for families in the area of social, emotional and behavioral health related topics.



# Our Accomplishments: The Four Ps

## Program

environment facilitates the delivery of the program

## Mental Health

- Implemented Virtual Coffee Talks to allow parents a space to discuss their thoughts and concerns during this time of crisis.
- Completed Individual Family Therapy Sessions via Zoom (Teletherapy), and additional check-ins with parents that requested extra support during the pandemic.
- Started Weekly Wellness Check-ins with Educare staff and incorporating self-care workshops during our virtual team meetings

## Embedded Professional Development

- Broadened Data Dialogue session topics with teachers to include DECA, Attendance and Detailed Language Learning item analysis
- 23 Professional Development Days completed in 2020-21, including innovative topics on Anti-Racist - Anti-Bias, Multicultural Principals, Virtual Teachers Learning and Collaborations, and Peer Teaching & Learning

## Platform for Change

a showcase for influencing public policy

## National Awareness

Gained national exposure for LBUUSD "Best in Class" feature on The Kelly Clarkson Show, NBC's one-hour broadcast to 1.5M viewers, resulting in Educare educator awarded a new car



# Mental Health Supports

A mental health consultant was assigned to Educare to continue to address mental health needs of children, families & staff during the school year and assess needs during the COVID-19 pandemic.



## Virtual Reflective Parenting Group & Coffee Talks

- 12 Week Reflective Parenting Group offered with plans to start new series in 2021-2022
- Virtual Coffee Talks added; worked in collaboration with Head Start to increase parent participation
- Parent Workshops Topics: Challenging Behaviors, Healthy Relationship Building & Effects of Domestic/Community Violence



## Referrals & Mental Health Services

- 22 In-House Referrals
- 15 Families have been connected or assisted with referrals to HRC, Nutrition Specialist, Speech Pathologist through LBUSD & Full Assessment with Buffum
- 10 informal consults are provided/week with staff/parents/caregivers
- 7 Students received Mental Health Play Therapy (virtually and in outdoor settings with PPE) 1-2x/week with caregivers



## Staff Wellness

- Staff Wellness Activities offered during Staff Meetings
- Mental Health Consultant available to staff for individual services
- Wellness Action Committee formed in October 2020



## Challenges/Needs during COVID

- Housing & food insecurity; job security, with the pandemic the needs heightened
- High speed internet: challenging for families to connect virtually
- Continuation of trauma, e.g., death due to community violence, miscarriages, substance abuse, fostering children after children are separated from parents
- Expressing more symptoms of depression/isolation with limited ability to gather with their loved ones and support systems.
- Higher need for parent/caregiver mental health, but also challenges with medical insurance, time due to children at home and/or working from home

# Our Classrooms

## Promote Social-Emotional Learning



To measure Social Emotional Learning, the Deveraux Early Childhood Assessment (DECA) is a strengths-based assessment tool that helps teachers understand how students are progressing with respect to key social and emotional skills.

Ratings were made in the **fall** and again in **spring** for ITT (~45) & PreK (~40) children where we observed the proportions of children with Areas of Strength increasing in all areas.

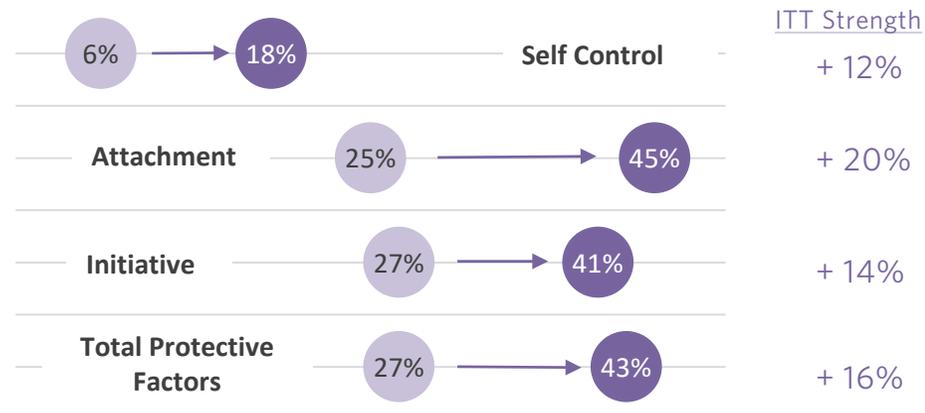
DECA ratings were completed for children who were present for on-site learning, and ratings were completed in October and June. Children's scores were categorized as showing a Strength, Typical development or an Area of Need.

- Self-control: learning to regulate emotions
- Attachment: developing healthy relationships
- Initiative: doing things independently & without prompting

### Infant/Toddler/Twos Areas of Strength

The percentage of children with ratings in Area of Strength increased from **Fall** to **Spring** in all areas.

Children developed most in the area of Attachment. By spring 2021, over 40% of children's Attachment, Initiative & Total Protective Factors were areas of strength.



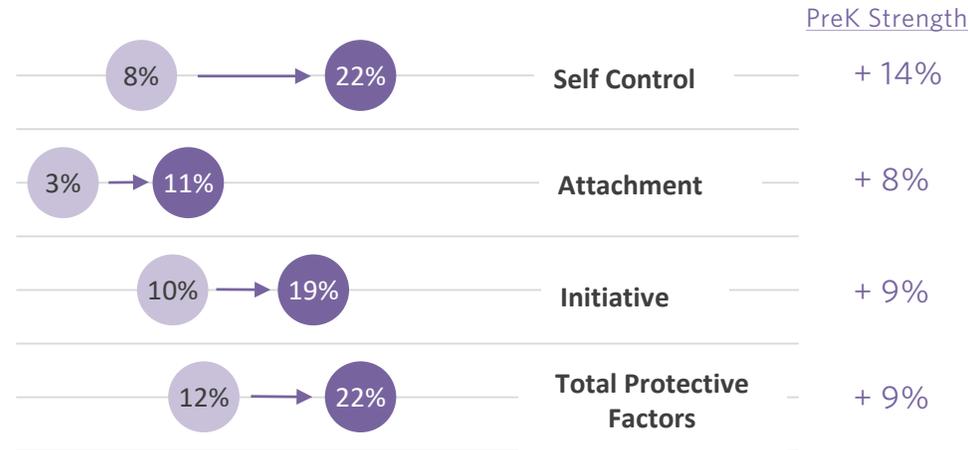
# Social-Emotional Learning



## PreK Areas of Strength

The percentage of PreK children with ratings in Area of Strength increased from **Fall** to **Spring** in all areas.

PreK children developed most in the area of Self Control.

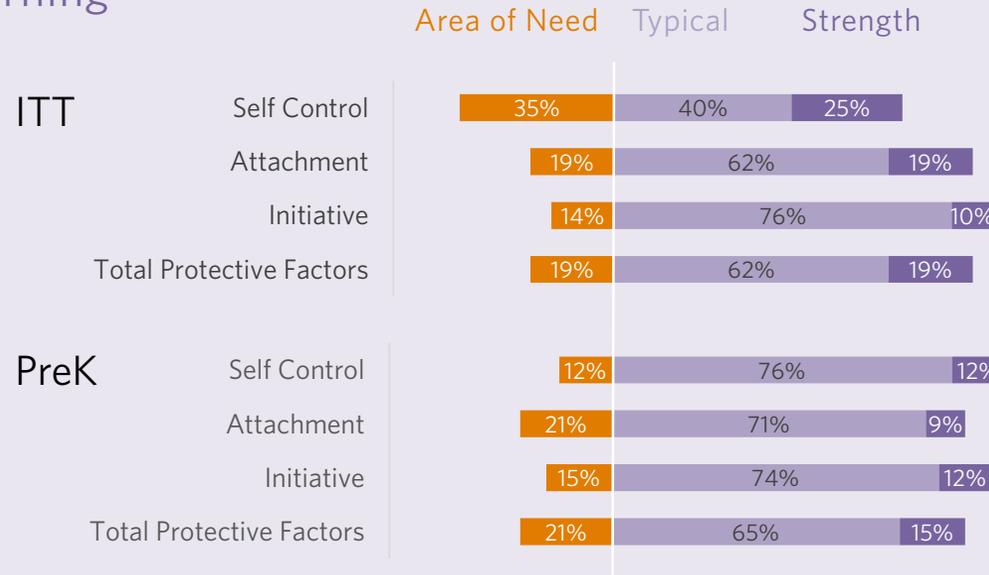


Although PreK children with areas of strength increased, fewer PreK children showed areas of strength overall, as compared to PreK children in the prior years, and as compared to ITT children this year.

## Home Learners returning to On-site Learning

Many home learners returned in the last quarter of the year and received a single spring rating. This created a unique group for 2020-21, allowing us to explore the social-emotional learning of students who spent time participating in the Educare program from home for much of the year.

ITT and PreK children who returned from home learning were most commonly rated as have **Typical** development.



ITT children returning from home learning showed the highest area of need in Self Control. Overall, there were fewer children with strengths in attachment and initiative compared to on-site learners.

PreK children returning from home learning showed the highest area of need in Attachment. Overall, there ratings were similar to children learning on-site.

# Our Classrooms

Provide high-quality instruction

In the field of early childhood education, CLASS has redefined what is meant by the term “quality.” Rather than focusing primarily on structural factors or the physical environment (e.g., teacher/child ratios & number of books in a classroom), the CLASS focuses specifically on the opportunities to learn provided by early childhood education investments—the effectiveness with which teachers interact with children.

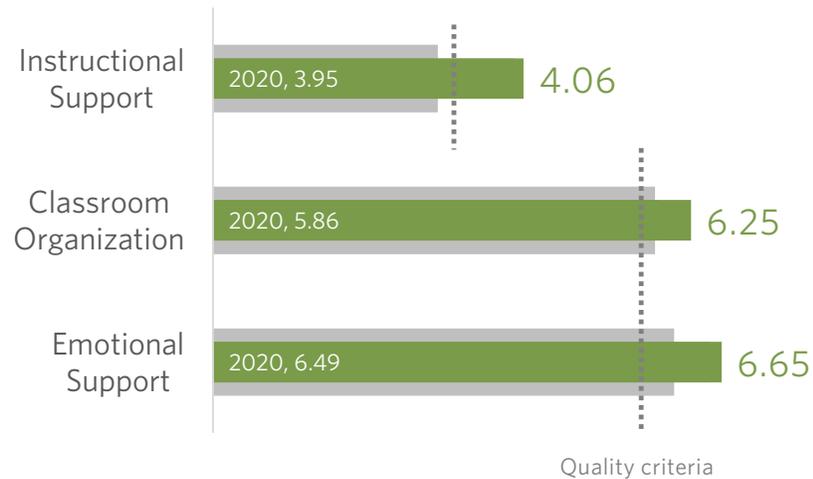
## Teaching and Learning

The Classroom Assessment Scoring System (CLASS) is a national observational assessment used for measuring early learning classroom quality. The CLASS system helps ensure every child has access to teachers offering warm, responsive and cognitively stimulating classrooms. The Educare network collects CLASS scores in the Winter annually.

This measure uses a 7-point scale to look at interactions between teachers and students in varying domains depending on age group.

Fundamental to the CLASS is the recognition of a teacher’s role and approach in maximizing student development and learning. In order to effect change, the CLASS data are paired with coaching and professional development.

**Educare PreK Classrooms** not only outperformed the National Average and exceed the quality threshold, but made improvements in every domain comparing 2020 to 2021.



Instructional Support was furthest above the national average by over a point.

Classroom Organization score also exceeded quality criteria by nearly a point and showed the largest increase over 2020.

Emotional Support was rated very high at over 6.6 out of 7.

**Toddler/Twos Classrooms** had strong scores in Emotional & Behavioral Support with all seven toddler classrooms scoring high. Engaged Support for Learning had more variability across classrooms, yet it also surpassed the comparison group.

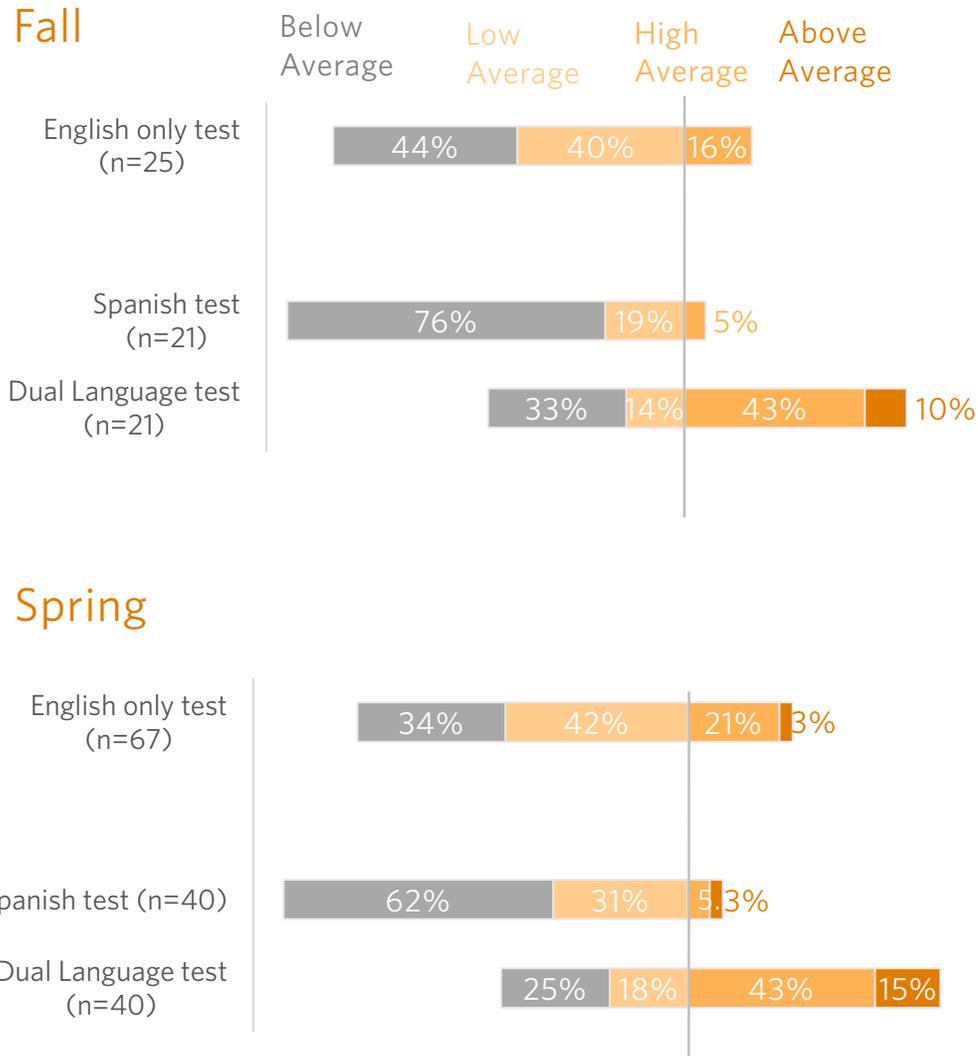


Only one **Infant Classroom** was observed in 2021 due to limited enrollment. The overall Responsive Caregiving score was over 6. Relational climate and Teacher Sensitivity dimensions had the highest ratings, which were over 6.5. Facilitated Exploration and Early Language Support were both over 5, demonstrating strong support of infant language and cognitive development.

# Our Classrooms - Support Language Learning & Dual Language Learners

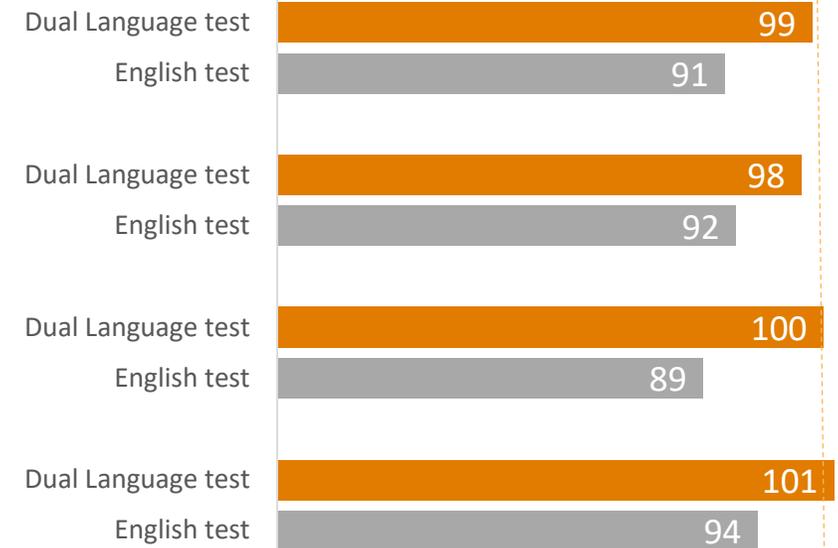
From 24 months, children are administered the Preschool Language Scales (PLS-5) to measure overall receptive language ability. Children were assessed with the English PLS or the Spanish Dual Language PLS if 1) Spanish is listed as their primary language or 2) they are enrolled in a Dual Language Model classroom.

For the English only test, 16-24% of students were in the **high average** or **above average** categories; however, 53-58% of Spanish speakers scored in these higher categories when Spanish and English abilities were both included.



Overall, students learning **two languages** scored higher than children learning one language.

These results provide evidence that learning a second language at an early age is supporting the Educare dual language learners' general language comprehension and developing language abilities.



Benchmark Standard  
Score of 100

# Our Team: Educare Advisory Board Members



**Dr. Jill Baker**  
Superintendent  
Long Beach Unified School District



**Brian Moskovitz**  
Assistant Superintendent of Early Learning & Elementary Schools  
Long Beach Unified School District



**LaShell Diggs**  
Director  
Early Head Start - Head Start  
Long Beach Unified School District



**Megan Kerr**  
Vice-President Board of Education  
Long Beach Unified School District



**Maria Harris**  
School Principal  
Educare Los Angeles at Long Beach  
Long Beach Unified School District



**David Rattray**  
President & CEO  
UNITE-LA



**Sonia Campos-Rivera**  
Vice President  
Policy & Public Affairs  
UNITE-LA



**Genetric Brown**  
Public Affairs Director  
Educare Long Angeles at Long Beach  
UNITE-LA



**Henry Fung**  
Board President  
Long Beach Education Foundation



**Karissa Selvester**  
Executive Director  
Mayor's Fund for Education (Long Beach)



**Michael Burke**  
Vice-President  
Buffett Early Childhood Fund



**Parker Blackman**  
Executive Director  
The Partnership for Early Childhood Investment



**Ernesto Saldana**  
Assoc. Director of Programs and Educational Equity:  
Advancement Project CA

# Our Team: Educare Los Angeles at Long Beach Staff

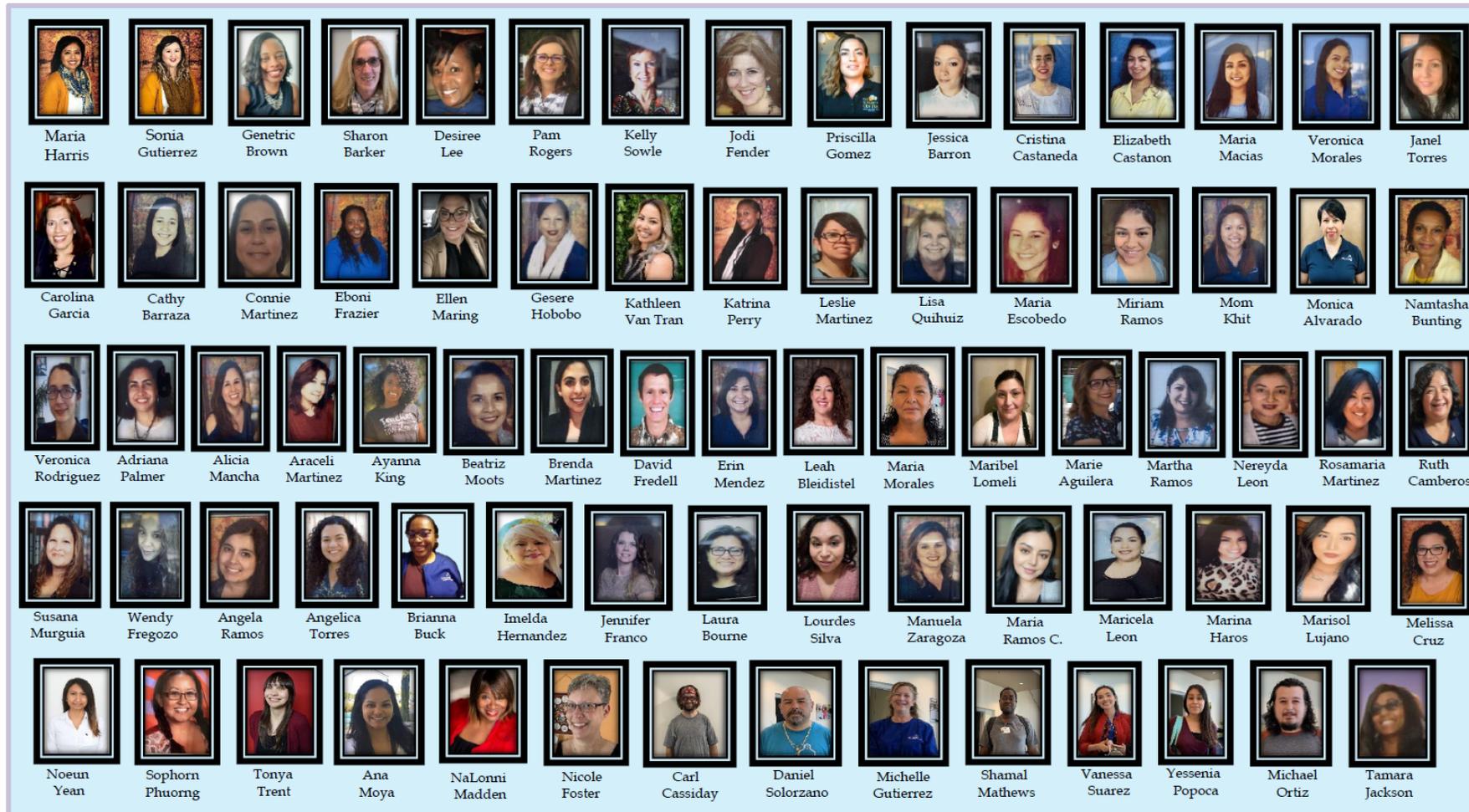
According to the [Master Plan for Early Learning and Care](#), California's Governor's roadmap to put into action recommendations and research about the benefits of quality early learning and care, ELALB ranks at the highest level for staff-child ratios. Each ELALB classroom has **low staff-child ratios and small class sizes**, with three teachers (1 Lead Teacher, 1 Associate Teacher and 1 Instructional Aide) assigned to each classroom.

Small class sizes and low ratios support young children's development and growth by allowing for responsive, intentional teacher-child interactions:

**Infant-toddler classrooms**  
3 adults to 8 children

**Preschool classrooms**  
3 adults to 17 children

Educare practices **continuity of care**, whereby children stay with the same teaching team from birth to 3 years and then with a second teaching team from age 3 until they transition to kindergarten. Continuity of care mitigates stress and reduces transitions for children. Educare is one of the few programs in the country implementing this best practice approach.



# Our Team: ELALB Staff Highlight

## The Kelly Clarkson Show “Best in Class” Feature

On May 18, 2021, Comic Relief’s [Red Nose Day](#) annual national campaign to end child poverty, joined forces with [The Kelly Clarkson Show](#) to recognize an amazing teacher for Teacher Appreciation Week, Mother’s Day, and Red Nose Day. Educare Los Angeles at Long Beach’s leadership team nominated preschool educator, Ms. Mom Khit (yes, her name is Mom, how awesome is that?). Ms. Khit was featured on the “Best in Class” show segment dedicated to educators who have helped their students (and families) get through the most challenging year yet - the 2020 pandemic. During the segment, Ms. Khit was surprised with a brand-new car!

Ms. Khit was nominated because of her flexibility, dedication and for going above and beyond, all the time, but especially during the pandemic. During the 2020-2021 school year, she transitioned from in-person teaching to virtual learning, then back to full in-person learning.



"I do it because I love what I do. As long as I am their teacher, they are always going to get the best."

Ms. Khit also volunteered to work in the summer for school district employee’s children. She was there when the community needed her. She helped the school best plan for incoming families. She has the longest commute of the Educare team, traveling over 60 miles and two hours each day to work. Ms. Khit is always there for her families and colleagues.

“It’s not about the prize,” Mom Khit expressed through tears of gratitude. “I do it [teaching] because I love what I do. As long as I am their [students] teacher, they are always going to get the best.”

Educare Los Angeles at Long Beach, Long Beach Unified School District and Head Start are so grateful for Red Nose Day and The Kelly Clarkson show for shining a spotlight on the transformational work our teachers and staff across the district.

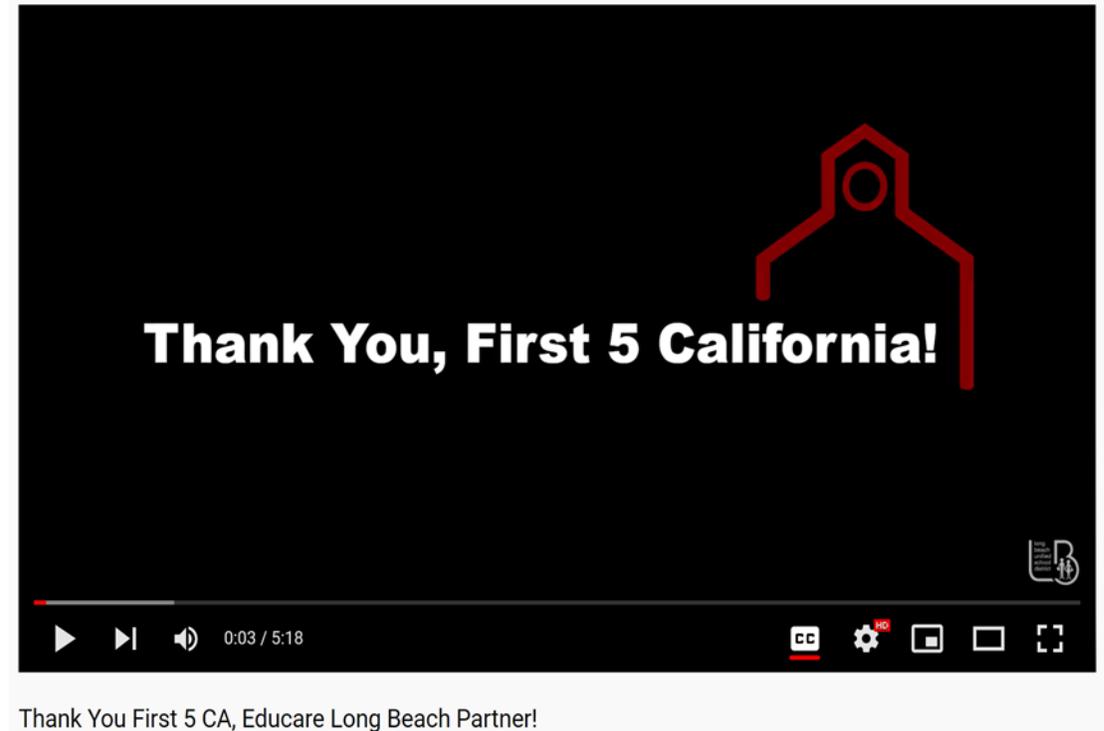
Check out this [Staff Spotlight- Mom Khit - YouTube](#) to learn what inspired Ms. Khit to be a teacher and how she is continuing to inspire others every day.

# Our Supporters: ELALB Partner Highlight

Educare Los Angeles at Long Beach is generously supported by partnerships and contributions from a variety of foundations, organizations and individuals.

Thanks First 5 California! We are proud of our strong public-private partnerships to create a strong school that transforms the lives of young children and their families in under-resourced communities, and positively impacts the broader early childhood field. Thank you for helping us close the achievement gap before it starts!

[Thank You First 5 CA, Educare Long Beach Partner!](#)  
highlight video



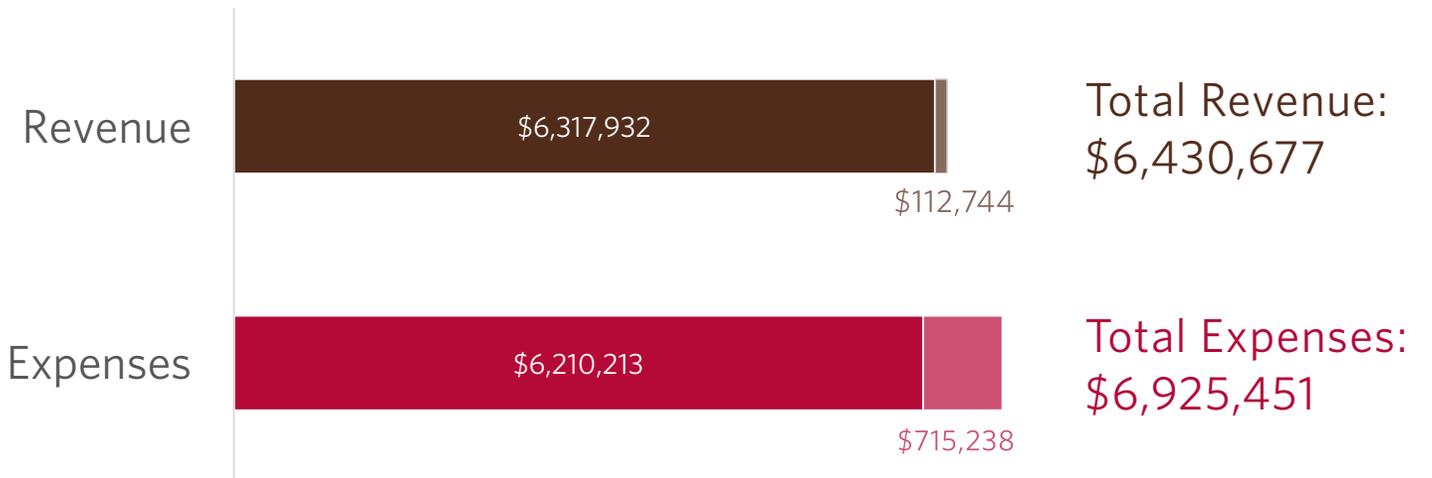
# Our Financials



## Revenue & Expenses Summary

Financial data is provided below for Educare Los Angeles at Long Beach's fiscal year, which ended June 30, 2021.

The vast majority of revenue came from public funding, with just under 2% coming from private philanthropy.



Expenses exceeded revenue by nearly \$500,000; **program expenses** accounted for 90% of the budget, with **management salary & benefits** the remaining 10%.

# Our Commitment to Equity – Our Look Ahead



## Our Look Ahead

In the next three to five years, ELALB's strategic direction supports five priorities to ensure all families thrive.

To advance social good while dismantling systemic, institutional, and structural racism, inequities, and disparities, Educare values and gives power to lived experience. With the voice and perspective of those we serve often front and center, we establish goals and outcomes that fit our communities' needs. By leveraging the knowledge and skills of those we serve and our diverse staff and boards, we are better able to comprehend—in real ways—the issues and challenges facing low-income communities of color. We also know that diversity doesn't necessarily mean inclusion, and the importance of lived experience runs deeper than demographics.



We have forged alliances with local constituents and stakeholders who also champion diversity, equity, and inclusion, and share our vision of an early childhood education system that helps improve health, education, social, and economic outcomes for marginalized, racialized, and under-resourced children and families.

1

### UNIVERSAL CHILD CARE & EARLY LEARNING

Ensure families have access to high-quality, culturally-responsive, equitable early learning and care at no or low cost, in the setting they most prefer, during the time they need care.

2

### STABLE & SUPPORTED FAMILIES

Ensure young children and their families have adequate finances and resources to access the housing, care, services and supports needed to thrive.

3

### THRIVING EARLY CHILDHOOD WORKFORCE

Ensure early childhood teachers and staff are skilled, well-compensated and supported while promoting young children's learning, health and development.

4

### HEALTHY & SUPPORTED CHILDREN

Ensure young children have consistent access to the physical and mental health supports and services they need to thrive.

5

### STRONG EARLY CHILDHOOD SYSTEMS IN EVERY COMMUNITY

Ensure families experience continuity of care and responsive services as a result of aligned systems and policies.



Join the movement!

Follow @EducareSchools and #educare5 and at [www.EducareSchools.org](http://www.EducareSchools.org)





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