

COUNTY OF LOS ANGELES



POLICY • PLANNING • PRACTICE

March 2, 2016 • 12:00 – 2:00 p.m.

Child Care Resource Center Annex
19809 Prairie Street
Chatsworth, CA 91311

PROPOSED AGENDA

- | | | |
|--|---|--|
| 1. Welcome and Introductions
noon | ▪ Opening Statement and Comments by the Chair | Sarah Soriano, Chair |
| 2. Approval of Minutes
12:10 | ▪ February 3, 2016
Action Item | Debra Colman, Vice Chair |
| 3. Review and Approval of LPC ¹ Local Funding Priorities
12:15 | ▪
Action Item | Michele Sartell, Staff |
| 4. Public Policy Report
12:25 | ▪ Update on Response to Governor's Budget Proposals
▪ Priority Legislation | Devon Miner, Co-chair,
Joint Committee on Legislation |
| 5. Transitional Kindergarten (TK) and Expanded TK: Panel Presentations and a Conversation
12:40 | | Moderator: Kaci Patterson
LA Partnership for Early Childhood Investment |
| | Panelists:
▪ Dean Tagawa, LAUSD Early Childhood Education Division
▪ Roberta Gonzalez, LACOE Early Learning Unit
▪ Karen Manship, American Institutes for Research | |
| 6. Announcements and Public Comment
1:50 | ▪ Launch of Membership Recruitment for 2016-17 | Nellie Rios-Parra & Ancelma Sanchez,
Co-chairs, Governance Work Group |
| 7. Call to Adjourn
2:00 | | Sarah Soriano |

Next Meeting

Wednesday, April 6, 2016 • 12:00 – 2:00 p.m.
Los Angeles County Office of Education (LACOE), Head Start-State Preschool
10100 Pioneer Boulevard, Conference Room 110/111
Santa Fe Springs, CA 90670

MISSION STATEMENT

The mission of the Child Care Planning Committee is to engage parents, child care providers, allied organizations, community, and public agencies in collaborative planning efforts to improve the overall child care infrastructure of Los Angeles County, including the quality and continuity, affordability, and accessibility of child care and development services for all families.



¹ The Los Angeles County Child Care Planning Committee serves as our County's Local Planning Council (LPC).

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Meeting Minutes – February 3, 2016

Members in Attendance: (37) Demitra Adams, Alejandra Berrio, Alicia Fernandez for Ana Campos, Edilma Cavazos, Bernadette Chase, Richard Cohen, Debra Colman, Diana Esquer, Lindsey Evans, Teresa Figueras, Mona Franco, Nora Garcia-Rosales, Sandra Gonzalez, La Tanga Hardy, Jenni Kuida, Aolelani Lutu, Ritu Mahajan, Cyndi McCauley, Pat Mendoza, Devon Miner, Kelly O’Connell, Daniel Orosco, Laurel Parker, Emily Russell for Dianne Philibosian, Nellie Rios-Parra, Ricardo Rivera, Joyce Robinson, Reiko Sakuma, Ancelma Sanchez, Kathy Schreiner, Janet Scully, Michael Shannon, Sarah Soriano, Holli Tonyan, Jenny Trickey, Rhonda-Maria Tuivai, and Sara Vasquez

Guests and Alternates: Linda Anderson, Wilfreda Clem, Kevin Dieterle, Sally Durbin, Mark Funston, Terri Johnson, Andrea Joseph, Namrata Mahajan, Zoraya Ordonez, Diane Payton, Violet Rivas, Catalina Sanchez, Francine Sandoval, JoAnn Shalhoub-Mejia, Julie Taren, Sally Valenzuela, Lisa Wilkin, and Helen Zegarra

Staff: Michele Sartell

1. Welcome and Introductions

Sarah Soriano, Chair to the Child Care Planning Committee (Planning Committee), opened the meeting at 12:04 p.m. She welcomed members, alternates and guests and then read the opening statement. She invited members, alternates and guests to make self-introductions.

Sarah reminded members and guests that the meeting would adjourn early for the Public Hearing on the LPC Local Funding Priorities scheduled to begin at 12:50 p.m.

2. Approval of Minutes

The Vice Chair called for a motion to approve the minutes from January 6, 2016. La Tanga Hardy made the motion to approve; the motion was seconded by Joyce Robinson. The motion passed with Laurel Parker abstaining.

3. Governor’s Proposed Budget for 2016-17

Devon Miner, Co-chair of the Joint Committee on Legislation, introduced Peter Barth, Director of Policy and Intergovernmental Affairs at First 5 LA, to provide a rundown of the Governor’s budget proposals pertaining to early care and education and report on preliminary work underway by stakeholders across the state to craft an alternative proposal to present to legislative leaders. Devon referred to the meeting packets for a copy of Peter’s bio.

Peter introduced himself as a Los Angeles native where he was born, raised and educated. Peter’s policy work has taken him to a variety of settings and locations. Seven months ago he returned home to work with First 5 LA for whom he now pays attention to policymaker decisions that impact children and families. Peter is familiar with the subsidized early care and education system, understanding that a majority of the system – with exceptions – is funded by the state. He acknowledged the complicated system, adding that what we all want is to ensure children and families are served.



The Governor's release of his budget proposal for the upcoming fiscal year kicks off the budget season, which should end in June with a new budget for the following year. The early care and education community pays close attention to the release of the budget each year, on the lookout for increased investments. Peter commented that this is a historic year given that California is experiencing its largest revenues in the General Fund. The Governor has proposed \$120 billion in spending, his largest budget to date. However, the Governor did not include new money for early care and education. If the budget for early care and education passes as proposed, spending will be less than it was prior to the recession. Rather, the Governor has proposed fundamental changes for the subsidized early care and education system as follows:

- Collapse all funding from the California State Preschool Program (CSPP), Transitional Kindergarten and the CSPP QRIS (Quality Rating and Improvement System) Block Grant into a \$1.6 billion Early Childhood Education Block Grant with funding to be distributed to Local Education Agencies (LEAs).
- Transition all other funding for subsidized early care and education services outside of the Proposition 98 system into a voucher-based system over five years. The California Department of Education is slated to address the transition.

Peter reflected the attention across the state to the proposal for the Early Childhood Education Block Grant given that it would take effect immediately if the budget passes as is. Details are lacking, creating lots of questions: what about quality? What happens to ADA (average daily attendance) funding for Transitional Kindergarten? Accountability? Peter suggested keeping in mind how the Local Control Funding Formula (LCFF) for school districts reformed the payment system. This proposal mirrors that approach accept for funding levels and accountability.

Immediate reactions from stakeholders across the state are: 1) cannot hold us flat; and 2) willing to talk with you (e.g. the Governor) about it. The Department of Finance has been charged with initiating a stakeholders' process to solicit feedback and comments to the proposal (copy of the Stakeholder Process released by the California Department of Education/Early Education and Support Division on behalf of the Department of Finance was included in the meeting packets). Children Now, Advancement Project, Child Care Alliance of Los Angeles, and First 5s are engaging in conversations to arrive at a consensus response and plan of action. The plan is to speak with legislative champions expected to take the lead, beginning with Speaker Rendon and Senator Mitchell. As such, Peter committed to keeping the Planning Committee aware of efforts underway with opportunities to provide feedback.

Peter concluded his comments by adding that the Governor's proposal does not guarantee realization. He is holding the line on fiscal responsibility, directing more money into the rainy day fund, and keeping promises from the past including fully funding LCFF, supporting health care expansion to reach all low-income citizens, and implementing the Earned Income Tax Credit for Californians.

Members and guests

- Regarding impact on advocacy efforts to address the reimbursement system and rates, Peter commented that this is a priority issue for the coalition of early education agencies across the state. Tied to this is the focus on quality and providing incentives to help programs achieve and sustain quality. He suggested that as a field a unified approach is critical. Peter added that if rates are not increased, more slots will be meaningless.

- In response to a question about the Governor's decision for a voucher-based system, it already exists. The Governor also expressed his principle for parent choice. Rather than contracting with centers, he believes the voucher gives families the option to choose a center or other type of provider, including a family child care home. It was noted that the Governor in his earlier terms of office started the Alternative Payment system.

Peter invited members and guests to keep in touch with impact information. In addition, he suggested reaching out to legislators representing their districts as they will listen to members and providers of the community.

4. Announcements and Public Comment

- Laurel Parker announced that the Norwalk-La Mirada School District will be celebrating 50 years of Head Start services on February 26, 2016.

5. Adjournment

The Chair adjourned the meeting at 12:53 p.m.

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PUBLIC HEARING
 ...Local Child Care and Development Planning Council Funding Priority Setting Process
 for State Child Care and Preschool Funds

Los Angeles County Child Care Planning Committee
 March 2, 2016



LEGISLATIVE AUTHORITY

- AB 1857 (Chapter 655, Approved September 20, 1998) amended California Education Code Section 8499.5 to include specific mandates for Local Planning Councils (LPCs)
- Mandates include identifying local priorities for the distribution of new state child care and development and preschool funding
- Specifies “how LPCs are to conduct yearly review in order to identify gaps in services and funding priorities which will ensure that all child care and preschool services of the county are met to the greatest extent possible given limited resources.”
- Local Funding Priorities due by May 30th of each year

Additional Source: Management Bulletin 15-04, Local Child Care and Development Planning Council Funding Priority Setting Process, June 2015. Available at <http://www.cde.ca.gov/lps/cd/cj/mb1504.asp>.



DATA SOURCES

- Urban Research – Population estimates based on Census zip code data as baseline to estimate number of eligible children
- American Institutes for Research – Early Learning Needs Assessment Tool*
 - ‡ Contract through the California Child Care Coordinators Association
 - ‡ Multiple sources: California Child Care Resource and Referral Network, California Department of Education, California Department of Public Health, the American Community Survey PUMS data, and an AIR-administered survey of Head Start programs

* Sources listed at: www.elrneedassessment.org. Access only allowed to organizations that hold a contract with AIR.



PRIORITY SETTING

- Data analyzed using Priority 1, 2 and 3 number and percent thresholds and methodology
- Methodology depends on County size – Los Angeles County uses methodology for counties with over five million residents
- ... and contract type, e.g. center (CCTR) or California State Preschool (CPRE)



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PRIORITY SETTING – All Program Types

- **Priority 1:** Zip code qualifies when there are 50% or more eligible children unserved AND more than 1,500 eligible children unserved
- **Priority 2:** Zip code qualifies when there are 50% or more eligible children unserved AND more than 750 eligible children unserved
- **Priority 3:** Zip code qualifies when there are 50% or more eligible children unserved AND more than 500 eligible children unserved



3

REVIEW, APPROVAL AND SUBMISSION TIMELINE

- **February 3rd** – Public review and comment
- **March 2nd** – Child Care Planning Committee review and approval
- **March** – Approval of County Superintendent of Schools
- **March – early May** – Submit to County process for approval by Board of Supervisors
- **May 3rd (tentative)** – Board of Supervisors meeting agenda for approval
- **May 30th** – due to California Department of Education



3

OVERVIEW OF FINDINGS

	Child Care and Development Programs Full-Day Infant and Toddler Services				State Preschool Programs Full- and Part-Day			
	Priority Rating			Priority Totals	Priority Rating			Priority Totals
	1	2	3		1	2	3	
SPA 1	0	3	1	4	1	3	0	4
SPA 2	0	5	6	11	1	8	5	14
SPA 3	0	2	3	5	0	3	3	6
SPA 4	0	4	7	11	0	2	5	7
SPA 5	0	0	0	0	0	0	0	0
SPA 6	1	5	5	11	1	7	0	8
SPA 7	1	4	3	8	1	3	3	7
SPA 8	0	3	4	7	1	3	3	7
Totals	2	26	29	57	5	29	19	53



QUESTIONS? COMMENTS....

- Open for comments....
- Written comments due by February 5th at 5:00 p.m. to msartell@ceo.lacounty.gov



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**Los Angeles County General Child Care and Development Program (CCTR) Priorities
Full-Day Infant and Toddler Services
Fiscal Year 2015-16**

Service Planning Area (SPA) 1		
County Number	Zip Code	LPC
19	93535	2
19	93536	3
19	93550	2

Service Planning Area (SPA) 2		
County Number	Zip Code	LPC
19	91303	3
19	91306	3
19	91331	2
19	91335	3
19	91342	3
19	91343	3
19	91352	2
19	91402	2
19	91405	2
19	91406	3
19	91605	2

Service Plannin Area (SPA) 3		
County Number	Zip Code	LPC
19	91702	3
19	91706	2
19	91723	2
19	91744	3
19	91766	3

Service Planning Area (SPA) 4		
County Number	Zip Code	LPC
19	90004	2
19	90005	3
19	90006	2
19	90019	3
19	90023	2
19	90026	3
19	90029	3
19	90031	3
19	90033	2
19	90042	3
19	90057	3

Service Plannin Area (SPA) 5		
County Number	Zip Code	LPC
19		NA
19		NA

Service Planning Area (SPA) 6		
County Number	Zip Code	LPC
19	90001	2
19	90002	2
19	90003	3
19	90011	1
19	90016	3
19	90018	3
19	90037	2
19	90044	2
19	90059	3
19	90221	3
19	90262	2

Service Planning Area (SPA) 7		
County Number	Zip Code	LPC
19	90022	2
19	90063	2
19	90201	2
19	90241	3
19	90242	3
19	90255	2
19	90280	1
19	90650	3

Service Planning Area (SPA) 8		
County Number	Zip Code	LPC
19	90250	3
19	90304	3
19	90731	3
19	90744	2
19	90804	3
19	90805	2
19	90813	2

SIGNATURES		
Authorized Representative- County Board of Supervisors	Telephone Number	Date
Hilda L. Solis, Chair	(213) 974-4111	
Authroized Representative- County Superintendent of Schools	Telephone Number	Date
Arturo Delgado, Ed.D.	(566) 922-6111	
Local Child Care Planning Council Chairperson	Telephone Number	Date
 Sarah M. Soriano	(562) 437-8991 x13	3/2/2016

**Los Angeles County California State Preschool Program (CSPP)
Full-Day and Part-Day Priorities
Fiscal Year 2015-16**

Service Planning Area (SPA 1)		
County Number	Zip Code	LPC Priority
19	93534	2
19	93535	2
19	93536	2
19	93550	1

Service Planning Area (SPA 2)		
County Number	Zip Code	LPC
19	91303	3
19	91306	3
19	91321	3
19	91331	1
19	91335	2
19	91340	2
19	91342	2
19	91343	3
19	91352	2
19	91402	2
19	91405	2
19	91406	3
19	91407	2
19	91605	2

Service Planning Area (SPA 3)		
County Number	Zip Code	LPC
19	91702	2
19	91732	3
19	91744	2
19	91766	2
19	91770	3
19	91801	3

Service Planning Area (SPA 4)		
County Number	Zip Code	LPC
19	90004	3
19	90005	3
19	90019	2
19	90029	3
19	90031	3
19	90032	2
19	90042	3

Service Planning Area (SPA) 5		
County Number	Zip Code	LPC
19		NA
19		NA

Service Planning Area (SPA) 6		
County Number	Zip Code	LPC
19	90001	2
19	90002	2
19	90003	2
19	90037	2
19	90044	2
19	90221	2
19	90262	1
19	90723	2

Service Planning Area (SPA) 7		
County Number	Zip Code	LPC
19	90063	2
19	90241	3
19	90242	3
19	90280	1
19	90640	2
19	90650	2
19	90660	3

Service Planning Area (SPA) 8		
County Number	Zip Code	LPC
19	90247	3
19	90301	3
19	90731	3
19	90744	1
19	90804	2
19	90805	2
19	90813	2

SIGNATURES		
Authorized Representative- County Board of Supervisors	Telephone Number	Date
Hilda L. Solis, Chair	(213) 974-4111	
Authroized Representative- County Superintendent of Schools	Telephone Number	Date
Arturo Delgado, Ed.D.	(562) 922-6111	
Local Child Care Planning Council Chairperson	Telephone Number	Date
 Sarah M. Soriano	(562) 437-8991 x13	3/2/2016

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February 11, 2016

The Honorable Jerry Brown
Governor of California
State Capitol, First Floor
Sacramento, CA 95814

Dear Governor Brown:

In your State of the State address, you reminded us that “neglecting what we have built over many years and letting it further deteriorate makes no sense and will just pile up costs in the long run.” While you may have been referring specifically to roads, this statement represents our child care system, as it struggles to serve sufficient numbers of eligible children.

The Legislative Women’s Caucus is continuing this year with a policy agenda to secure economic opportunity for all women. Central to making California stronger is ensuring access to quality, affordable and accessible child care. We believe there is no better or more effective investment in our future that also makes sense for our economy. When parents cannot find or afford child care, the economy loses valued workers. Parents risk piecing together care that might not meet a child’s needs or being forced out of the job market, causing their children to miss opportunities to learn.

To accurately reflect the reality that California is a state where mothers are significant contributors in the economy, the Legislative Women’s Caucus has made it a priority that to five years all working families have access to quality affordable child care. As an initial investment, we are asking for 800 million dollars in the 2016-17 budget in order to serve tens of thousands of children, prioritize our youngest learners, prevent disruption of care for those children, and recognize the important and professional nature of the work providers deliver to our state’s working families. This down payment will begin to repair the deteriorating foundation upon which our child care system was built.

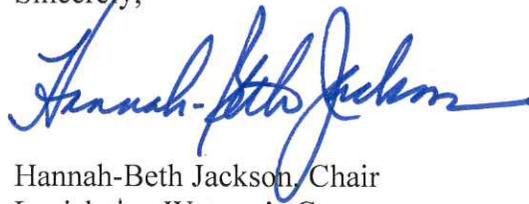
We recognize that over the past two years the Women’s Caucus has helped restore more than \$500 million into early care and education programs, reinstating preschool and child care for more than 45,000 children – and we are appreciative of your restorative actions. While preschool programs are rebounding with that additional funding, support for sufficient and quality child care continues to lag. While we are making progress, it is remarkable how far we still have to go to ensure available and quality child care, especially for our youngest children.

We are appreciative of your ideas that seek to streamline and create efficiencies. However, the child care system has been underfunded for years, causing cracks in the service delivery as more small businesses go out of business and women exit the profession because it does not pay enough to support their families. When repairing roads, the cracks in the base need to be fixed before the street can be resurfaced; before we attempt to reform our early care and learning system we need to make sure it is properly funded and serving working families.

Women in the workforce are an economic reality – not an optional choice women make. In the U.S. 70 percent of mothers work and more than 40 percent of mothers are the sole or primary breadwinners for their families, earning at least half of their family's income.¹ In order for these women to provide for their families, they must have adequate access to childcare and early education. Without it, our economy will suffer, our children will suffer, and our future will suffer.

We look forward to working with you and our legislative leadership to develop a plan that will give every eligible parent accessible and reliable care for their children, and give providers the support to provide that care in a dignified and economically viable manner that reflects the priorities and fiscal realities of the state.

Sincerely,



Hannah-Beth Jackson, Chair
Legislative Women's Caucus
Senate District 19



Cristina Garcia, Vice-Chair
Legislative Women's Caucus
Assembly District 58

cc: Honorable Toni G. Atkins, Speaker of the Assembly
Honorable Kevin de León, Senate President pro Tempore of the Senate
Honorable Anthony Rendon, Speaker-Elect of the Assembly
Honorable Shirley Weber, Chair – Assembly Budget Committee
Honorable Mark Leno, Chair – Senate Budget Committee
Members, Assembly Budget Committee
Members, Senate Budget Committee

¹ Cooper, Marianne, *Cut Adrift: Families in Insecure Times* (University of California Press, 2014)



Statement on the Governor’s Early Education Block Grant Proposal from Early Childhood and K-12 Organizations

The organizations listed here are pleased to submit this statement on the Governor’s proposed early education block grant. We represent statewide, regional and local entities in the early childhood and K-12 education arena: early childhood program providers, school districts and county offices of education, labor and management associations and policy organizations. Our goal in providing this statement is to share our common views on key issues raised by the early education proposal.

We appreciate the Administration’s interest in reducing complexities and improving alignment in California’s early education and K-12 education systems and increasing access and opportunities for success for disadvantaged children.

We appreciate the goal of building local capacity to promote access to high quality pre-kindergarten programs for children the year before they enter kindergarten that address California’s diverse population with priority for children from low income families, dual language learners and children with exceptional needs.

The proposed block grant is a significant policy change that warrants discussion outside the fiscal process to ensure appropriate deliberations take place to understand the current structure and develop a stronger pre-kindergarten system. Like the process used to develop the Local Control Funding Formula (LCFF) or the reconfiguration of Adult Education, the early education proposal requires more than a few months to be fully fleshed out.

While we request that this proposal be removed from the budget process, we recognize the value in the opportunity to have an important policy conversation with the objective of improving services for children through an efficient and coherent early education system. To that end we have developed the following guiding principles to inform the discussion:

Don’t undo TK. Parents, local education agencies and communities value transitional kindergarten (TK) as an integral part of the public education system. Removing TK’s current structure would eliminate an important kindergarten readiness entitlement that families rely on, as they do the availability of kindergarten, first grade or any other grade level. We support TK’s continued availability, its stable funding stream and ADA funding structure.

Additional investments needed. Increasing access to high quality pre-kindergarten programs will entail additional investments per child as well as increases in the number of children served. Additional investments are also needed to address barriers to school district pre-kindergarten expansion. A high quality early learning system requires resources to support increased capacity, educator effectiveness, facilities, curriculum and materials, and workforce development. According to recent estimates, approximately 35,000 low-income 4-year olds lack access to state preschool, transitional kindergarten or Head Start.

Room to grow. The children of California deserve the chance to prepare for success in school and the state has a special responsibility to ensure opportunity for disadvantaged children. The system should, at a minimum, be designed to grow adequately and serve the number of children in need.

Reliable funding. The early education system needs a stable and meaningful level of funding to support high quality programs for all children, through the partnerships of local education agencies and community-based providers.

Simplify administrative complexity to serve local needs. Improved efficiencies in the delivery of high quality prekindergarten programs should help align services in the mixed-delivery system and streamline programmatic requirements for local education agencies as part of a stronger pre-kindergarten system.

Thank you for the opportunity to provide these comments and for the Administration's ongoing outreach to stakeholders.

Sincerely,

Advancement Project
Butte County Office of Education
California Association of School Business Officials (CASBO)
California County Superintendents Educational Services Association (CCSESA)
California Federation of Teachers
California School Boards Association (CSBA)
California School Employees Association, AFL-CIO (CSEA)
California School Funding Coalition
California State PTA
Children Now
Coalition for Adequate Funding for Special Education
Compton Unified School District
Early Edge California
First 5 California
Kidango
Sacramento City Unified School District
San Diego County Office of Education
San Francisco Unified School District
Santa Clara County Office of Education
Service Employees International Union (SEIU)
Special Education Local Plan Area (SELPA) Administrators of California
Small School Districts' Association



CHILDREN NOW



February 19, 2016

Michael Cohen
California Department of Finance
915 L Street
Sacramento, CA 95814

Re: Early Education Block Grant

Dear: Mr. Cohen

In order to continue our successful early learning system in a way that optimally serves California’s families and young children, we need to make significant investments in three fundamentally linked priority areas: access, affordability, and quality. We applaud the recent efforts that have been made, including the preschool expansion promise; however, the early learning system is still reeling from the \$1 billion in cuts during the great recession.

Increased Rates as a Priority

Regardless of how our new early learning system is improved and revised, it will be necessary to increase the current state rates. The 2016-17 budget must include per-child funding increases to the Regional Market Rate (RMR) and Standard Reimbursement Rate (SRR) to ensure that services to children are fully funded.

System Reforms Should be Addressed through Policy not Budget Process

We would like to thank the Governor for his willingness to engage in a conversation about improving our early learning and child care system. We welcome the opportunity to have this important conversation. However, we believe the complexities of our early learning and child care system are so great that we cannot improve and revise our system within the short window before the 2016-17 budget is adopted.

Improvements to Planning Process

We do not believe the budget process is the right platform for vetting major system reforms as outlined in the January Budget. We request a truly robust, transparent, and public process that identifies and addresses the barriers LEAs and community based organization face in providing high quality preschool as part of our state’s mixed-delivery child care system.

We recommend the Governor expand the child care planning process outlined in the January Budget to address our comprehensive early learning system for children ages 0-5, and require the Governor's State Advisory Council to develop a multi-year plan to revise our early education system to achieve the principles below. We also recommend adding relevant early education and K-12 representation to the State Advisory Council for this purpose. This process tracks with the comprehensive stakeholder vetting process the Governor used for the Local Control Funding Formula and the Adult Education Block Grant.

Under this process the Governor's State Advisory Council should consider the following principles:

PRINCIPLES

- 1) Access must expand: Promote access to high quality pre-kindergarten programs for children the year before they enter kindergarten that address California's diverse population with priority for children from low-income families, dual language learners, and children with exceptional needs, as committed to in the Preschool Promise.
- 2) Recognize and prioritize the developmental needs of 4 years olds by ensuring developmentally appropriate practices are integrated into Transitional Kindergarten programs across the state. Transitional Kindergarten must continue as the first year of a two-year kindergarten program, as an LEA entitlement, with ADA funding, and universal access to this program across the state. Relinquishing state ADA-based funding for this program and limiting access for children to public school programs is a move in the wrong direction.
- 3) Provide a stable and meaningful level of per-child funding to support high quality programs through the state's mixed delivery system that includes LEA and community-based providers, as well as full-day and part-day programs.
- 4) Address resource barriers for LEAs and community based organizations to expanding or launching pre-kindergarten access, including facility and professional preparation, development, and compensation costs.
- 5) Strengthen our state's birth through five quality infrastructure to support expanded early education opportunities, including building on our current investments in Quality Rating and Improvement Systems (QRIS) and other quality improvement efforts that are inclusive of all providers and care settings; expanding and linking data systems; and aligning our Transitional Kindergarten and pre-kindergarten workforce requirements, while utilizing the current talent in our workforce.
- 6) Address the facilities needs of LEAs and community based organizations and resolve conflicts between Transitional Kindergarten and preschool facilities.
- 7) Create new efficiencies for cross coordination between our mixed delivery system components.
- 8) Address inefficiencies, redundancies, and conflict between state and federal pre-kindergarten funding streams to align high quality standards and allow more effective local-level fund braiding.
- 9) Improve and revise our early learning and care systems through a comprehensive age 0 to 5 approach.
- 10) Develop a strategic transition plan in order to avoid confusion, reduction in services and a decrease in access to children and families. A transition plan with carefully developed timelines

recognizes the realities of implementation on the ground and allows for communication between providers, their families and the communities they serve.

In a time of economic prosperity, it behooves the state to build up the eroded early care and education system and invest in working families and the workforce dedicated to preparing young children for success. The foundation must be fixed before we take on significant restructuring.

Sincerely,

Cc: Senate Budget and Fiscal Review Sub. 1 on Education
Assembly Budget Sub. 2 on Education Finance
Senate Budget Sub. 3 on Health & Human Services
Assembly Budget Sub. 1 on Health & Human Services

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Transitional Kindergarten (TK) and Expanded TK: Panel Presentations and a Conversation

March 2, 2016

Speaker Bios

ROBERTA GONZALEZ, Los Angeles County Office of Education, Early Learning Support Unit

Ms. Roberta Gonzalez is a Consultant with the Los Angeles County Office of Education's Early Learning Support Unit. She currently provides technical assistance and professional development for TK teachers and administrators across Los Angeles County. Prior to working as a consultant, Ms. Gonzalez was a preschool administrator and elementary school principal in Los Angeles County. During her administrative career, she spearheaded curricular reforms aimed at improving children's readiness for kindergarten and promoting developmentally appropriate practices across the elementary grade span.

Ms. Gonzalez is a board member with the Southern California Association for the Education of Young Children. She earned a Bachelor of Arts degree from Stanford University and a Master's Degree from the Harvard University Graduate School of Education.

KAREN MANSHIP, American Institutes for Research (AIR)

Ms. Karen Manship is a Senior Researcher with the American Institutes for Research in San Mateo, CA. She has more than 12 years of experience focusing on early childhood program evaluations and K-12 education policy and finance. She currently serves as the Director of the impact study of California's Transitional Kindergarten program, which examined the implementation of TK in the state in its first year and is now investigating outcomes for participating children. Her other work at AIR has focused on statewide early childhood policy and planning and transitions into early elementary school. She also coordinates AIR's Early Learning Needs Assessment Tool, a tool containing information on child demographics and early childhood program participation by ZIP code in California. She received her Master's degree in Urban Affairs and Public Policy from the University of Delaware.

KACI Y. PATTERSON, LA Partnership for Early Childhood Investment

Ms. Kaci Patterson is the newest member of the LA Partnership for Early Childhood Investment, having joined the team in 2015 as Senior Director. Ms. Patterson comes to the Partnership as a former nonprofit executive with more than 15 years of experience advancing social justice, education and civic outcomes in underserved communities across California, the United States and in more than 70 developing democracies across the world.

Prior to joining the Partnership, Ms. Patterson was Vice President of Families In Schools for three years and served as the organization's Director of Community Engagement & Advocacy from 2010-2011. Before Families In Schools, she worked at the Center for Civic Education for seven years, holding both national and international senior level positions. There, she co-designed the organization's flagship professional development programs for a network of over 1,000 educators, civil society leaders, parents, volunteers and public officials both at home and abroad.

Her experience includes managing multi-million dollar grant-making and community capacity building portfolios for government and private philanthropy; coalition-building; program design and strategic planning.

In August 2014, she co-founded and launched B.L.A.C.C. (Building Leaders and Cultivating Change), a giving circle supporting nonprofit organizations on the frontlines of social justice in the African-American community.

Ms. Patterson is a certified mediator, a graduate of Pepperdine University and holds an MBA in Organizational Management & Leadership from the University of LaVerne.

DEAN TAGAWA, Los Angeles Unified School District Early Childhood Education Division

Mr. Dean Tagawa is currently the Administrator, Early Childhood Education Division, for the Los Angeles Unified School District. As a lifetime employee of LAUSD, he has been an Instructional Director for Early Education, a Staff Relations Field Director, an Elementary Principal, a Primary Center Principal, an Early Education Center Principal, an Assistant Principal, an advisor in Instructional Support Services, a reading coach, and an elementary teacher. He has a BA from the California State University, Los Angeles, a Masters in Educational Administration, and is currently a Doctoral Candidate in Educational Leadership. He is a native of Los Angeles and has served on early education work groups including the Early Childhood Education Workforce Consortium, County of Los Angeles Child Care Planning Committee, the County of Los Angeles Policy Roundtable for Child Care and Development, and the Partnerships for Education, Articulation and Coordination through Higher Education (PEACH). Mr. Tagawa has also served on numerous work groups in Los Angeles Unified School District to support high school scholarships, multicultural coalitions, and instructional technology initiatives.

Aside from his work in education, Mr. Tagawa served in the US Army for eight years. As the parent of autistic twins, he and his wife work a great deal to advocate for children with special needs. As an attorney, she works to help families develop special needs trusts to ensure that their child will always be cared for. In their spare time, the family enjoys seeing movies, going to baseball games, and camping.

Early Childhood Education Professional Learning Communities



Early Childhood Education Professional Learning Communities Project
Early Learning Support Unit
Division of Curriculum and Instructional Services
Los Angeles County Office of Education



Project Overview

- Launched in 2011 to address training needs created by SB 1381 Kindergarten Readiness Act
- Part of the Los Angeles County Early Care and Education Workforce Consortium
- Funded by First 5 LA and LAUP

Los Angeles County Office of Education | Division of Curriculum and Instructional Services | ECEPLC

Project Overview

- Multi-year Professional Development Initiative
 - Cohort 1: 2011-2016 (5 years of participation)
 - Cohort 2: 2013-2016 (3 years of participation)
- Participant Demographics:
 - 16 School Districts
 - 57 Schools/Principals
 - 59 Teachers

Project Objectives

- Provide an engaging, **high quality professional development** experience for teachers and principals
- **Enhance principals' knowledge** of the administration of high-quality, developmentally appropriate TK Programs
- **Promote best practice** among ECE and TK teachers
- **Increase collaboration** among principals, TK teachers, and ECE educators

Los Angeles County Office of Education | Division of Curriculum and Instructional Services | ECEPLC

Project Components

- **Teacher and Principal Institutes** designed to provide teachers and principals with information and resources to implement developmentally appropriate TK programs.
- **Technical Assistance** to support the implementation of developmentally appropriate practices in the classroom.
- **Professional Learning Communities** to foster collaboration and systems alignment

Los Angeles County Office of Education | Division of Curriculum and Instructional Services | ECEPLC

Project Activities & Support

- **Teacher Participants:**
 - Average of 3 Teacher Institutes per year—focus on Developmentally Appropriate Practice
 - Minimum of 3 on Site Visits (individual coaching) per year
 - TK Conference attendance (2013-2016)
 - 1 Peer Site Visit (2013-2016)
 - Professional Resources (books, rubrics, and materials)
 - PLC Participation and support
 - Optional technology training

Project Activities & Support

- **Principal Participants:**
 - Average of 1.5 Principal Institutes per year—focus on Developmentally Appropriate Practice
 - On-going site-based consultations
 - TK Conference attendance (2013-2016)
 - PLC Participation and support

Project Outcomes

- Currently in the fifth and final year of the project
- Evaluation data consistently demonstrates:
 - Increase in principal knowledge of the critical attributes of a developmentally appropriate TK program
 - Increase in teacher knowledge and use of developmentally appropriate research-based practices
- Year 5 summative evaluation is underway

Contact Information

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The Impact of Transitional Kindergarten in California

Los Angeles County Child Care Planning Committee
March 2, 2016

Karen Manship
American Institutes for Research



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About the Study

- Statewide Evaluation of Transitional Kindergarten
- Implementation Study: 2012-2013
 - Describe TK and its implementation
- Impact Study: 2013-14, 2014-15
 - Estimate the impacts of TK on participating students
 - Identify characteristics of TK that are most effective



American Institutes for Research

2

Focus of this Presentation

- What do TK classrooms look like? 
- Does TK participation improve kindergarten readiness in the domains of early literacy and language, mathematics, executive function, and social-emotional skills?



American Institutes for Research

3

What do TK classrooms look like?



4

TK Classrooms

- **Structure**
 - 76% standalone TK; 63% full day
- **Teacher Experience**
 - 96% of TK teachers have taught kindergarten; 23% preK
- **Classroom Instruction**
 - Standalone TK classrooms use more child-directed activities and fewer whole group activities than combination classrooms
- **Adult:child ratios**
 - About half of classrooms have aides
 - Average class size 20.4



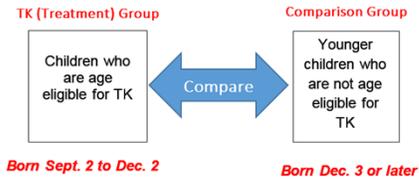
5

Does TK Participation Improve School Readiness?



6

Impact Study Design



Study Participants

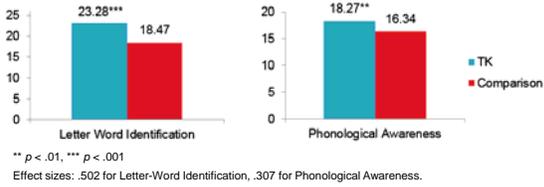
- 20 districts, 164 schools, 2,864 students
- Randomly selected
- Represent all geographic areas of the state
- TK and comparison group students were demographically similar
 - » 81% of non-TK students attended preschool



Results

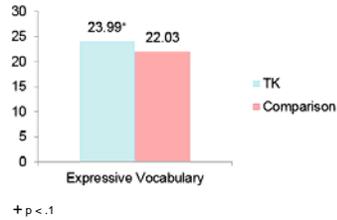
TK students perform better on letter and word recognition & phonological awareness in kindergarten

Exhibit 1. Adjusted Mean Scores on Woodcock-Johnson Letter-Word Identification and CELF Phonological Awareness



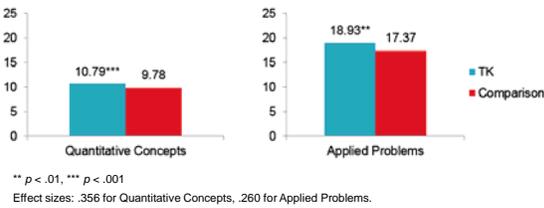
No differences between groups on vocabulary in kindergarten

Exhibit 2. Adjusted Mean Scores on CELF Expressive Vocabulary



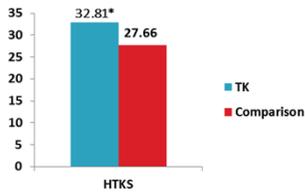
TK students perform better on math assessments in kindergarten

Exhibit 3. Adjusted Mean Scores on Woodcock-Johnson Quantitative Concepts and Applied Problems



TK students have stronger executive function* in kindergarten

Exhibit 4. Adjusted Mean Scores on Head Toes Knees Shoulders Task

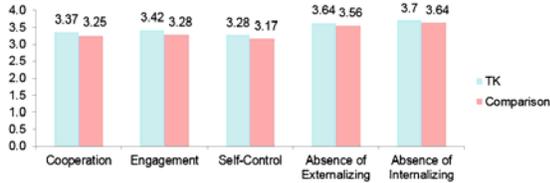


*Executive function: a set of skills that allows students to plan, manage their time, regulate their behavior, and think flexibly, including *inhibition of impulses, working memory, and cognitive flexibility.*

* $p < .001$
Effect size: .197

No differences between groups on teacher-rated social skills in kindergarten

Exhibit 5. Adjusted Mean Scores on Social Skills Improvement System Rating Scales



No significant differences

Conclusions

- TK broadly benefited enrolled students, improving their pre-literacy and literacy skills, math skills, and executive function
- Effects are over and above comparison students' learning experiences (81% attended preschool)



Next Steps



16

Additional Questions to Examine

- Do differences persist through kindergarten?
- Are there differential benefits for specific groups of students?
 - Students eligible for free/reduced lunch
 - Boys and girls
 - English learners



17

Additional Questions to Examine



- What are the most effective characteristics of TK programs and classrooms?
 - Standalone vs. combination
 - Part day vs. full day
 - Content focus
 - Other classroom and instructional characteristics



18

For More Information...



<http://tkstudy.airprojects.org>

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EXECUTIVE SUMMARY

DECEMBER 2015

A Research Brief
from the *Study of
California's Transitional
Kindergarten Program*

The Impact of Transitional Kindergarten on Kindergarten Readiness

A Report From the Study of California's Transitional Kindergarten Program: Executive Summary

Transitional kindergarten (TK)—the first year of a two-year kindergarten program for California children born between September 2 and December 2—is intended to better prepare young five-year-olds for kindergarten and ensure a strong start to their educational career. To determine whether this goal is being achieved, American Institutes for Research (AIR) is conducting an evaluation of the impact of the TK program in California. The goal of this study is to measure the success of the program by determining the impact of TK on students' readiness for kindergarten in several areas. Using a rigorous regression discontinuity (RD) research design,¹ we compared language, literacy, mathematics, executive function, and social-emotional skills at kindergarten entry for students who attended TK and for students who did not attend TK. Overall, we found that TK has a positive impact on students' kindergarten readiness in several domains, controlling for students' age differences. These effects are over and above the experiences children in the comparison group had the year before kindergarten, which for more than 80 percent was some type of preschool program.

Transitional Kindergarten in California

In 2010, California passed the Kindergarten Readiness Act, which aligned California's kindergarten enrollment policy with the policies of most other states in the country and then took it one step further. California has historically had young kindergarteners, with up to a quarter of the state's kindergarten population entering school at age 4. The new law changed the kindergarten entry cutoff such that children must turn 5 by September 1 (instead of December 2) to enter kindergarten in that year. In addition, the new law established a new grade level—transitional kindergarten (TK)—for students born between September 2 and December 2. Thus, with this new law, California makes a strong statement about the importance of early education, providing an additional year of early education to young five-year-olds with the goal of promoting their school readiness.

¹ This study uses an RD design to compare the outcomes of students with birthdates on either side of the December 2 cutoff date for TK eligibility. Students born on December 2 or earlier, who are eligible for TK, serve as the treatment group. Students who are too young to have qualified for TK (i.e., those born on December 3 or later) are the comparison group. These similarly aged children will enter kindergarten at the same time as the TK students but without the TK experience. Because children's access to TK is determined by a specific birthdate cutoff (December 2), student and family characteristics that might otherwise influence participation in an education intervention, and thus bias the results (e.g., student learning needs, parent income or education, motivation to participate), do not drive eligibility. Birthdates cannot be manipulated by parents wanting to enroll their child. Thus, this analytical approach is a very strong research design, second only to a randomized controlled trial in which students are randomly assigned to participate in the TK program or not.

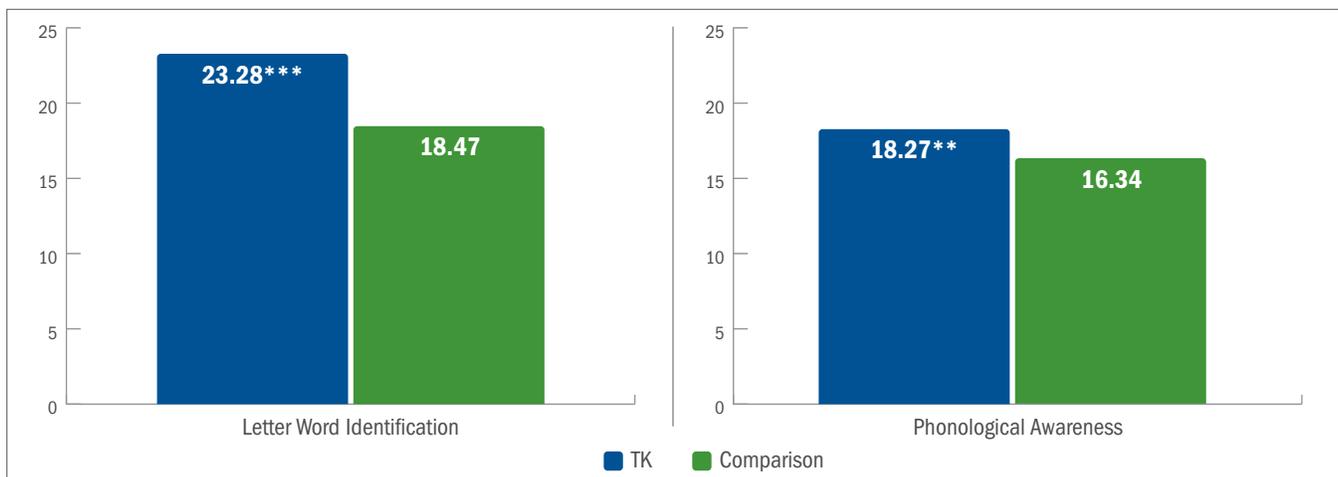
Highlights from the study are presented in this summary; additional detail can be found in the [full report](#). Additional reports presenting the impact of TK on student outcomes at the end of kindergarten, the benefits of TK for particular groups of students (such as English learners), and the characteristics of TK classrooms that are most important for later student learning will be forthcoming in this series.

TK Improves Preliteracy and Literacy Skills

TK had a notable impact on students' literacy and preliteracy skills (Exhibit 1). For example, children who attended TK were significantly better able to identify letters and words in kindergarten than their peers who did not attend TK (effect size = .502).²

This advantage was equivalent to approximately five months of learning. Students who attended TK also had greater phonological awareness (an understanding of the sounds of letters and syllables that make up words) in kindergarten than did students who did not attend TK (effect size = .307). The advantage shown by students who attended TK on these skills, which are fundamental for learning to read, places them approximately three months ahead of their peers who did not attend TK. The effect of TK on expressive vocabulary was smaller and only marginally significant (effect size = .157; not shown), which is not unexpected; very few early literacy interventions have been successful in increasing children's vocabulary.³

Exhibit 1. Mean Scores for TK and Non-TK Students on Literacy and Preliteracy Measures⁴



† = $p < .1$, ** = $p < .01$, *** = $p < .001$

Note: Effect sizes: .502 for Letter-Word Identification and .307 for Phonological Awareness.

Source: Authors' analysis of student scores on the Woodcock-Johnson Letter-Word Identification test and the Clinical Evaluation of Language Fundamentals Phonological Awareness test.

² Effect sizes are the standardized mean differences in the outcomes between the students who attended TK and those who did not as estimated by the RD model. Effect sizes are computed by dividing the mean difference in the outcome by the overall standard deviation. Effect sizes of 0.2 are considered small, 0.5 moderate, and 0.8 high.

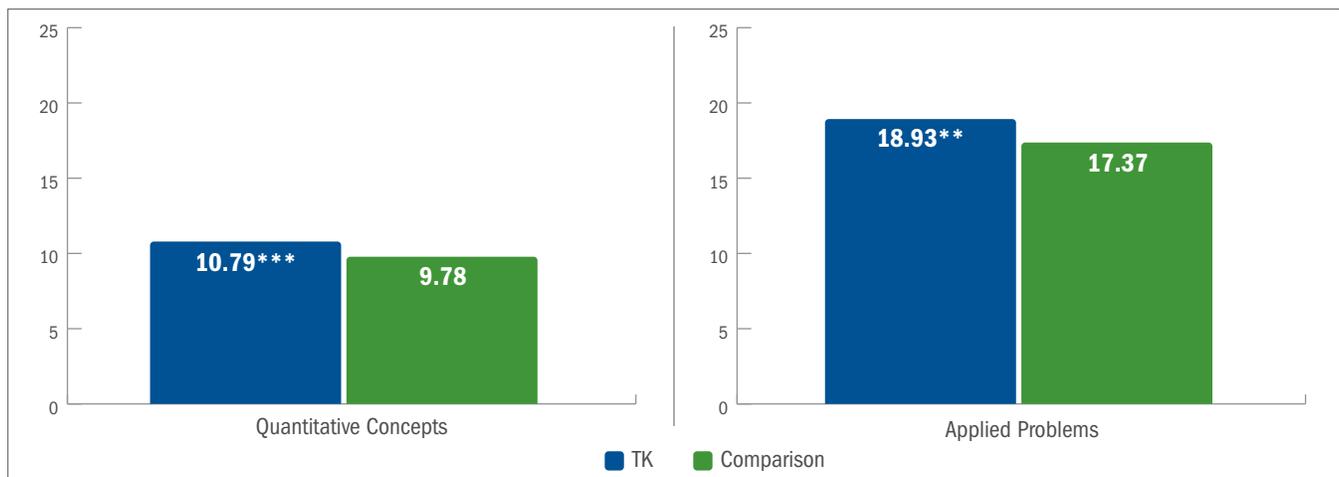
³ Wasik, B. A. (2010). What teachers can do to promote preschoolers' vocabulary development: Strategies from an effective language and literacy professional development coaching model. *Reading Teacher*, 63(8), 621–633.

⁴ All means reported are adjusted for age, race/ethnicity, gender, English learner status, family income, students' eligibility for free and reduced-price lunch, parents' education, and students' participation in early education programs during the year before TK.

TK Improves Students' Mathematical Knowledge and Problem-Solving Skills

TK graduates also outperformed their peers who did not attend TK on measures of mathematics knowledge and skills (Exhibit 2). In particular, TK participation improved students' knowledge of basic mathematical concepts and symbols (such as the equals sign) in kindergarten (Quantitative Concepts assessment, effect size = .356). Students who had attended TK also exhibited stronger mathematics problem-solving skills in kindergarten, such as counting objects, understanding measurement, conducting basic mathematical operations (such as addition or subtraction), and solving mathematical word problems, although the effect is somewhat smaller than for mathematical concepts and symbols (Applied Problems subtest, effect size = .260); this gave TK graduates a three-month advantage in learning over students who did not attend TK.

Exhibit 2. Mean Scores for TK and Non-TK Students on Mathematics Measures



** = $p < .01$, *** = $p < .001$

Note: Effect sizes: .356 for Quantitative Concepts and .260 for Applied Problems.

Source: Authors' analysis of student scores on the Woodcock-Johnson Applied Problems and Quantitative Concepts tests.

TK Supports Children's Executive Function; No Detectable Impact on Social-Emotional Skills

Participation in TK gave students a relative advantage on executive function (effect size = .197) as well, meaning that TK graduates outperformed their peers on their ability to regulate their behavior, remember rules, and think flexibly—skills that support a solid foundation for school achievement.⁵ The study did not find evidence that TK improved other aspects of students' social-emotional skills, however, such as increasing cooperation or engagement or decreasing problem behaviors (as reported by their teachers).

⁵ Schmitt, S. A., Pratt, M. E., & McClelland, M. M. (2014). Examining the validity of behavioral self-regulation tools in predicting preschoolers' academic achievement. *Early Education and Development, 25*(5), 641–660. doi: 10.1080/10409289.2014.850397

Conclusions and Next Steps

This study demonstrates that students who attended TK were better prepared for kindergarten than were similar students who did not attend TK, independent of age. We found that TK broadly benefited enrolled students, improving their reading and mathematics outcomes as well as their executive function. The effects we found are over and above the learning experiences comparison children received prior to entering kindergarten, which for more than 80 percent of the comparison group was some form of center-based preschool.

This unique approach to early education in California—which serves children in a narrow age range on elementary school campuses, with credentialed teachers holding bachelor’s degrees and a curriculum aligned with kindergarten—appears to better prepare students for kindergarten than what they might have received in the absence of the program. It is important to note that this study reports results for one cohort of students—those participating in the second year of the rollout of TK (2013–14); results for a second cohort of students who participated in the third year of TK (2014–15), now being collected, may differ as schools and districts refine their approach to implementing TK. Future analyses will investigate the extent to which the TK advantage is sustained through the end of kindergarten, for which groups of students TK is most beneficial, and which TK program characteristics are most supportive of student learning.

Study Approach

The study determines the impact of the TK program by comparing a range of school-readiness outcomes of 2,864 kindergartners, approximately half of whom had access to TK and half of whom did not. Twenty California school districts and 164 elementary schools participated in the study. These districts and schools were sampled to be broadly representative of California and were drawn from all geographic regions of the state. The demographic characteristics of the student sample are comparable to those of California kindergartners overall. (See **full technical report and appendix** for details of the study’s sampling approach.)

Information about students’ skills in kindergarten was obtained from both direct student assessments—of expressive vocabulary, letter, and word recognition; phonological awareness; mathematical concept knowledge; problem solving; and executive function—and surveys of teachers, who rated students’ behaviors and social skills.

Using a rigorous RD framework, the performance of students who were and were not eligible for TK was compared controlling for age, whether eligible students actually attended TK, and other demographic characteristics.

For more information about the Study of California’s Transitional Kindergarten Program, please visit <http://tkstudy.airprojects.org/> or contact Heather Quick, Principal Investigator, at hquick@air.org or 650-843-8130.

Funding for the study was provided by the Heising-Simons Foundation, the David and Lucile Packard Foundation, and First 5 California.

About AIR

Established in 1946, with headquarters in Washington, D.C., American Institutes for Research (AIR) is an independent, nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance both domestically and internationally. As one of the largest behavioral and social science research organizations in the world, AIR is committed to empowering communities and institutions with innovative solutions to the most critical challenges in education, health, workforce, and international development.

AIR’s early childhood development research focuses on evaluating programs and policies, improving professional development, examining accountability and assessment systems, investigating program quality and classroom practices, and translating research to practice to aid young children and their families.



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**The New York Times**<http://nyti.ms/1Ln3FNM>

SundayReview | CONTRIBUTING OP-ED WRITER

How New York Made Pre-K a Success

David L. Kirp FEB. 13, 2016

BORSCHT isn't found on most prekindergarten menus, but it's what the cooks were dishing up for the 35 children at Ira's Daycare in Briarwood, Queens, on a recent school day. Many families in this neighborhood are Russian émigrés for whom borscht is a staple, but children from half a dozen countries, including a contingent from Bangladesh, are also enrolled here.

These youngsters are among the 68,547 4-year-olds enrolled in one of the nation's most ambitious experiments in education: New York City's accelerated attempt to introduce preschool for all.

In 2013, Bill de Blasio campaigned for mayor on a promise of universal pre-K. Two years later, New York City enrolls more children in full-day pre-K than any state except Georgia, and its preschool enrollment exceeds the total number of students in San Francisco or Boston.

"It's the hardest thing I've ever been part of," Richard Buery, the deputy mayor who oversaw the prekindergarten expansion, told me. "Every aspect has been a challenge." Two thousand teachers had to be recruited, 3,000 classrooms opened and 300 community providers vetted as prekindergarten partners.

Simply getting more children in the door doesn't guarantee successful outcomes. Still, New York's experience in trying to institute the program so quickly provides some valuable lessons for other pre-K efforts across the country.

New York decided early to make pre-K available to every child, rather than just poor kids. A study of Boston's preschools found that poor and middle-class children who attended pre-K did better on subsequent tests of literacy and math. Poor youngsters also became more socially and emotionally competent. In short, everyone benefits from pre-K.

In New York, the percentage of 4-year-olds in prekindergarten is essentially the same in every neighborhood, in part because the city made an effort to attract families across the demographic spectrum. A door-to-door campaign was mounted to persuade parents in poorer precincts, many of whom were unfamiliar with the early education the city was offering.

The make-or-break factor for prekindergarten is quality, and every study confirming its long-term benefits focuses on an exemplary initiative. What makes for quality? A full-day program, staffed by well-trained teachers, supported by experienced coaches and social workers, who know how to talk with, not at, youngsters; a teacher for every 10 or fewer children; a challenging curriculum backed by evidence; and parental involvement.

But quality costs money — \$9,076 per student per year, according to a report by two groups, The Institute for Women's Policy Research and Early Childhood Policy Research. Few states are willing to make that kind of commitment. Florida, the only state to deliver preschool on a scale and at a speed comparable to New York City, offers a cautionary lesson. In 2005, voters there made universal prekindergarten a constitutional right. But quality suffered because the state spent a meager \$2,238 for each 4-year-old in 2013-14, largely by using underpaid and poorly trained teachers.

Florida isn't the only place coming up short. During the 2013-14 school year, the 41 states that provide prekindergarten spent an average of \$4,125 per child. That's not much more, in constant dollars, than a decade earlier, and a little more than a third of the average per-student cost for kindergartners through 12th graders.

On paper, New York City's full-day program checks the quality boxes. The teachers must have at least a bachelor's degree. They receive in-class tutoring and help from social workers. The curriculum has been well vetted and the classrooms are well stocked. There's a spot in a full-day class for every 4-year-old. The city is

spending \$10,200 for each child, about as much as Boston budgets for its public pre-K, a demonstrably effective program.

Citywide, about 60 percent of the 4-year-olds in universal prekindergarten go to a nonprofit-run preschool like Ira's in Queens, and while some are little more than day-care centers, they are improving because of effective coaching. "These kids are mainly learning through play," says Labiba Abdur Rahman, a teaching coach who works at 17 sites, including Ira's.

A lesson on apples at Ira's incorporates everything from art to arithmetic. The children draw apples, copy the names of the different varieties, peel and slice them, determine whether the weight of an apple changes when it's boiled, build an orchard with blocks, "sell" apple pies at the classroom bakery and examine slices under a microscope. The youngsters work in small groups, and the teacher moves among them, asking questions and listening closely to determine who needs help.

Although the "learn through play" pedagogical approach is the same, the prekindergartens aren't cookie-cutter copies. At Rainbow Child Development Center, in Flushing, Queens, children from a mix of backgrounds are learning Mandarin Chinese, as well as English. Students in the pre-K at Hellenic Classical Charter School, in South Park Slope, Brooklyn, mainly Hispanic and African-American, are introduced to Greek language and culture through song, dance, history and art.

From the outset, the prekindergarten administrators made data-mining and analysis a pivotal component. An independent research firm, as well as several New York University faculty members, are digging into many aspects of the program, from the "home-away-from-home" classroom and parents' engagement to children's academic and social progress. They are delivering their findings continually so that the school system can use the information to make improvements.

"New York's approach is a model for how to collect and analyze data to inform practice, to bring the system to the highest quality," said Pamela Morris, a professor at New York University who is studying how well teachers are using a rigorous new math curriculum. The city's preschool program scores higher than the national average on assessments of the learning environment, according to data prepared by an independent research group as well as appraisals of the all-important interactions

between teachers and kids. Parents give it a thumbs up, with 92 percent rating their child's experience as good or excellent. Not only has their youngsters' learning greatly improved, parents report, they are also better behaved.

Early education cannot work miracles. For the gains made by these 4-year-olds to stick, there must be a smooth path from prekindergarten through the first years of elementary school and beyond. What's more, starting preschool earlier, at age 3, has been shown to have a substantial impact, especially for kids from poor families, but at present public prekindergarten is available only to 4-year-olds.

Although universal pre-K is off to an impressive start, it's still a work in progress. But already educators can learn a lot from the city's having achieved the seemingly impossible: delivering good prekindergarten to so many children so quickly.

David L. Kirp is a professor of public policy at the University of California, Berkeley, a senior fellow at the Learning Policy Institute and a contributing opinion writer.

Follow The New York Times Opinion section on Facebook and Twitter, and sign up for the Opinion Today newsletter.

A version of this op-ed appears in print on February 14, 2016, on page SR6 of the New York edition with the headline: How to Make Pre-K a Success.

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COUNTY OF LOS ANGELES



POLICY • PLANNING • PRACTICE

Sarah Soriano, Chair
Debra Colman, Vice Chair

Date: March 2, 2016

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Kai-Ti Wang

To: Interested Persons

From: Sarah M. Soriano, Chair
Nellie Ríos-Parra and Ancelma Sanchez, Co-chairs of the
Governance Work Group

MEMBERSHIP RECRUITMENT FOR LOS ANGELES COUNTY CHILD CARE PLANNING COMMITTEE – 2016-17

The mission of the Child Care Planning Committee (Planning Committee) is to engage parents, child care providers, allied organizations, community-based organizations, and public agencies in collaborative planning efforts to improve the overall child care and development infrastructure in Los Angeles County, including the quality and continuity, affordability, and accessibility for all families. It serves as the County's Local Planning Council with mandates established by State legislation, including assessing local needs and conducting a county-wide strategic plan for child care and development.

The Planning Committee is now recruiting members for Fiscal Year (FY) 2016-17 and hopes that you will take the time to complete and submit the attached application. **Applications are due by Wednesday, April 27, 2016.** In addition to meeting the required categories for membership described in Section B of the application, the Planning Committee is committed to ensuring that the geographic, ethnic and cultural diversity of our County is reflected in the overall membership.

The Planning Committee's Governance Work Group reviews all applications and makes recommendations to the full membership. Upon adoption, the Planning Committee forwards the recommended membership slate to the County of Los Angeles Board of Supervisors and the Los Angeles County Superintendent of Schools for final approval.



Letter Interested Persons

March 2, 2016

Page 2

We encourage applicants to carefully assess both your ability to participate in Planning Committee activities and commitment to the Mission Statement. Regular participation in the monthly meetings and in at least one Work Group is required of all members. The Planning Committee's focus for FY 2016-17 is ongoing implementation of the Strategic Plan for Child Care and Development for the County of Los Angeles – 2013-18 and completing the needs assessment comparing the supply against the demand. It is very important that every member be a working member. **CURRENT MEMBERS MUST RESUBMIT AN APPLICATION EACH YEAR.**

Additional information about the Planning Committee, including its work products, is available at the Office of Child Care website at www.childcare.lacounty.gov; click on "About Us" to locate the link to the "Child Care Planning Committee". Please feel free to contact Ancelma Sanchez by e-mail at selmas@cdcla.org or by telephone at (213) 224-1240 x20, Nellie Ríos-Parra by e-mail at nellie_rios@lennox.k12.ca.us or by telephone at (310) 680-3500 or Michele Sartell by e-mail at msartell@ceo.lacounty.gov at (213) 974-5187 if you have questions. All Planning Committee and Work Group meetings are open to the public. Your participation regardless of membership is welcome.



Membership Application – 2016-17

Section A. Applicant Information

Applicant Name:			
Organization/Program Name:			
Mailing Address:			
Telephone Number:		E-mail Address:	

Section B. Categories of Membership

Twenty percent of Child Care Planning Committee (Planning Committee) members must represent each of the following categories: child care consumer, child care provider, community representative, public agency, and discretionary. **Place a check mark next to all of the categories that apply to you and provide the information requested.**

- Child Care Consumer*** – currently use child care or have used it within the past 36 months for a child from birth to 12 years old.
- Child Care Provider** – check the type of care you provide:
 - Licensed family child care
 - Licensed center contracted by the California Department of Education (CDE)
 - Licensed center, not contracted by the CDE
 - License-exempt child care
- Community Representative** – excluding agencies that contract with the CDE to provide child care and development services
- Public Agency** – including City, County, State and local education agencies
- Discretionary/Other**

Section C. Member Responsibilities

Members are expected to attend up to ten monthly meetings and an annual orientation and/or retreat. Regular meetings are usually held the first Wednesday of the month from 12:00 p.m. to 2:00 p.m. unless otherwise indicated from September through June. **Each member is required to participate in at least one Work Group.** Indicate the Work Group in which you are most likely to participate:

- Access/Inclusion** – informs geographic priority setting for State funding, reviews data related to the Needs Assessment for child care and development and reviews requests for changes in service priorities. In addition, promotes the inclusion of children at risk for or with disabilities and other special needs in typical child care and development programs and encourages the coordination of services.

* A **Child Care Consumer** may be a biological parent, adoptive parent, legal guardian or other person serving as the child’s primary caregiver, such as a relative or foster parent, in absence of the parent.

- Joint Committee on Legislation** – reviews, prioritizes and makes recommendations to the Planning Committee and the Policy Roundtable for Child Care and Development on legislative and administrative policy issues relating to child care and development.
- Governance** – develops annual membership slate, reviews and revises Planning Committee policies and procedures, participates in annual self-review and implements aspects of the Strategic Plan related to the Planning Council Role.
- Quality** – creates plans to implement the Strategic Plan in areas related to enhancing the quality of child care and development services available to all families, including informing the development and implementation of a unified quality rating and improvement system.
- Workforce** – develops plans to implement the Workforce area of the Strategic Plan and serves as an advisory to the Investing in Early Educators Stipend Program.

Section D. Alternate

Each member must appoint an Alternate from the same membership category to take the member’s place in your absence. Designate your alternate by name and provide their contact information.

Alternate’s Name:			
Organization/Program Name:			
Mailing Address:			
Telephone Number:		E-mail Address:	

Membership Category – check all that apply to your proposed alternate:

- child care consumer, child care provider, community representative, public agency and/or
- discretionary

Section E. Additional Background Information *(If prefer, attach your resume.)*

Describe all relevant professional and community organizations in which you are currently involved (i.e. Boards, Commissions, etc.) _____

Completed applications may be sent by U.S. mail, e-mail or facsimile by **Wednesday, April 27, 2016** to:

Attention: Child Care Planning Committee
 Office of Child Care
 Service Integration Branch/Chief Executive Office
 County of Los Angeles
 222 South Hill Street, 5th Floor
 Los Angeles, CA 90012
 E-mail: msartell@ceo.lacounty.gov
 Facsimile: (213) 217-5106

<i>For internal use only:</i>	
Service Planning Area (SPA)	
Supervisory District	

