



Proposed Agenda

February 11, 2015 ♦ 10:00 a.m. to Noon
 Conference Room 743 ♦ Hahn Hall of Administration
 500 W. Temple Street ♦ Los Angeles

Time	Agenda Item	Lead
10:00	1. Welcome and Introductions a. Comments from the Chair b. Approve December and January Minutes <i>ACTION ITEM</i>	Dora Jacildo Chair
10:10	2. Sacramento Update a. Governor's Proposed Budget for 2015-16 b. Legislation Related to Child Care and Development	Maureen Diekmann
10:20	3. Are we embracing or expelling young children from child development programs?	Sharoni Little
	a. Why does "preschool expulsion" continue to be an issue?	Duane Dennis
10:30	b. Some real world situations that challenged the ability of staff to keep all children safe	Dora Jacildo Maureen Diekmann Keesha Woods
10:50	c. How does a program create the space to work with children and their families around behaviors and still comply with licensing regulations?	Sharon Greene Community Care Licensing Division
11:00	d. Whose behavior is challenging to whom? Who needs to adapt? Who can help?	Sam Chan
11:10	e. Q and A for panelists	John Whitaker
11:20	f. Small group activity: What can the Roundtable do to support teachers and eliminate the practice of expelling young children from programs?	
11:40	g. Report Back	
11:45	4. Presentation of "Coaching as a Component of ECE Workforce and Professional Development"	Cristina Alvarado Fiona Stewart Child Care Alliance of Los Angeles
11:55	5. Announcements and Public Comments	Members & Guests
12:00	6. Call to Adjourn	Sharoni Little

Mission Statement

The Los Angeles County Policy Roundtable for Child Care and Development builds and strengthens early care and education by providing policy recommendations to the Board of Supervisors on policy, systems and infrastructure improvement.

This page intentionally blank



Meeting Minutes ♦ December 10, 2014

1. Welcome and Introductions

Dr. Sharoni Little, Vice Chair of the Policy Roundtable for Child Care opened the meeting at approximately 10:10 a.m., noting that Chair Dora Jacildo would not be attending.

Following self-introductions, Dr. Little reported that the White House was hosting a summit on early education and bringing representatives from the business, education, advocacy, philanthropic and political sectors together to discuss ways to invest in expanding high-quality early education opportunities for all children. As a part of the Summit, the President announced the states and communities that will receive \$250 million in Preschool Development Grants and \$500 million in Early Head Start-Child Care Partnership awards. Unfortunately, California was not awarded a Preschool Expansion Grant, however nine awards were made to agencies in Los Angeles County for Early Head Start-Child Care Partnership and Early Head Start Expansion. (A list of the awards is included on page 7.)

Dr. Little directed members to the resource materials in their meeting packets, including:

- An info graphic developed by Child Care Aware on the high cost of child care,
- Two documents by the National Center on Family Homelessness at the American Institutes for Research on children in families experiencing or at risk of homelessness,
- A report marking the 25th anniversary of the National Child Care Staff Study and the persistence of low salaries for persons employed in child care and development programs, and
- The staff list for Supervisor Sheila Kuehl's office.

2. Review of Minutes

Members reviewed and adopted the November minutes on a motion by Ms. Nina Sorkin and a second by Dr. Sam Chan. Ms. Karla Pleitez Howell abstained as she did not attend the November meeting.

3. Follow-up on Strengthening Policies on Eligibility and Access

At the November meeting of the Roundtable, members agreed to contact Ms. Debra McMannis, Director of the Early Education and Support Division of the California Department of Education to initiate a conversation on ensuring that vulnerable families have access to subsidized child care and development services. A letter was prepared and sent to Ms. McMannis.

Kathy Malaske-Samu reported on her conversation with Ms. McMannis, including:

- Ms. McMannis is very supportive of facilitating teen parent's access to subsidized child care and development services

- She acknowledged that currently teen parents under the jurisdiction of the Department of Children and Family Services (DCFS) seeking subsidized child care can qualify as income eligible, but are not a priority for services
- She also acknowledged that the trauma of abuse and neglect generally extends well beyond the closing of a child protective service case.

It was recommended that the Roundtable develop a fact sheet on areas where regulations and or policies governing subsidized child care and development services are in conflict with best practice. Dr. Jacquelyn McCroskey commented that there is increasing interest in this issue at DCFS and among certain philanthropies. She recommended that the Roundtable may want to devote an agenda to this issue in the future.

4. State Preschool Expansion Funds

Ms. Malaske-Samu reported that CDE released the State Preschool Expansion Application on November 18, 2014. In the original documents, page 33 included a listing of allocations per county. Per that list, a number of counties, including Los Angeles, Alameda, San Francisco, Santa Clara and others, were not allocated any funds. That page has since been deleted from the application materials.

We have since learned that these allocations were made using a formula comparing the percentage of unserved children by county. This approach was used in an effort to arrive at a more equal distribution of funds across the State.

In speaking with Ms. McMannis and others at CDE, all interested operators are encouraged to apply for these funds. It is anticipated that a number of counties will not be able to fully utilize their allocations. Those funds will then become available to be redistributed counties that did not have an allocation.

This situation was discussed with Mr. Manual Rivas of IGEA. In keeping with the County's commitment to access its "fair share" of resources, Mr. Rivas agreed that the Roundtable could forward a letter to CDE on this issue.

Following a brief discussion, a motion was passed to inform Ms. McMannis that there are child care and development programs in Los Angeles County that are ready to utilize California Preschool Expansion Funds. The motion was made by Dr. McCroskey and Dr. Whitaker offered a second. The motion passed unanimously.

5. How the Protective Factors are Being Used in Los Angeles County

Dr. Little introduced Ms. Jennifer Cowan, Ms. Barbara Dubransky, and Ms. Aimee Loya Owens from First 5 LA. Dr. Little thanked each of them for agreeing to update the Roundtable on the Commission's work on Strengthening Families.

Ms. Cowan opened this discussion noting that approximately one year ago, First 5 LA worked with Terry Ogawa to identify champions of the Strengthening Families (SF) Framework at the county, state and national levels. Because SF is framework and not a program, this task is a bit more complicated than one might expect. Ms. Cowan distributed copies of the resulting report, noting that the document captured information at a point in time. Key to inclusion in the report was the explicit commitment to the five Protective Factors:

- Parental Resilience
- Social Connections
- Concrete Support in Times of Need
- Knowledge of Parenting and Child Development
- Social and Emotional Competence of Children

The Building Stronger Families Framework, which is guiding the implementation of Best Start across 14 communities in Los Angeles County, is based on SF and incorporates the Protective Factors.

Ms. Owens opened her remarks by noting that the input the Roundtable provided during the Commission's strategic planning process was very helpful. Now the task is to figure out how to implement the strategic plan. While the Protective Factors have been embedded in the plan and provide a common language, the issue of how to measure progress remains as a challenge.

Ms. Dubransky noted the outcome areas of the Strategic Plan and momentum for each:

- Families: Increased family Protective Factors
First 5 LA will continue its support for home visitation through the Welcome Baby Program.
- Communities: Increased community capacity to support and promote the safety, healthy development, and well-being of children prenatal to age 5 and their families
First 5 LA will continue its support of the Best Start communities and promote alignment with Health Neighborhoods.
- Early Care and Education Systems: Increased access to high-quality early care and education
First 5 LA will focus on increasing public investment in early care and education.
- Health-Related Systems: Improved capacity of health, mental health, and substance abuse services systems to meet the needs of children prenatal to age 5 and their families
First 5 LA will promote effective networking between health and mental health systems and trauma informed practices across disciplines.

As members responded to the presentation, the following points were raised:

- A new language may be emerging to describe the connection to new concepts and to tell the stories of different communities.
- By aligning Health Neighborhoods and Best Start communities there is a greater emphasis on prevention – on keeping families out of the various systems.
- Partnerships for Families incorporated the Protective Factors into services that were delivered countywide.
- County departments are investing more effort in purposeful, cross department training.

Dr. Little thanked Ms. Cowan, Ms. Owens and Ms. Dubransky for their presentations. She noted this presentation was helpful to re-energize the SF Learning Community.

6. The Child Care and Development Block Grant Act (CCDBG) of 2014

Ms. Olyvia Rodriguez, with the Chief Executive Office of Intergovernmental Relations and External Affairs opened this item by noting that this is the first reauthorization of the Child Care

and Development Block Grant since 1996. This bill, which was signed by the President on November 19, 2014, is intended to ensure the health and safety of children in child care and development programs, facilitate families' access to child care subsidies, and improve the quality of care for all children with an emphasis on the quality of care for infants and toddlers.

Assuming that the Federal Budget passes, CCDBG will include an increased appropriation of \$75 million. While this is a small increase for the country, it is a first step to provide funds to states to carry out needed reforms.

Ms. Rodriguez then turned to Ms. Michele Sartell to discuss implementation of the CCDBG. Ms. Sartell thanked Ms. Rodriguez and Ms. Carbajal for their help and insights in dealing with State and Federal legislation

In her PowerPoint presentation on CCDBG, Ms. Sartell highlighted the following points:

- CCDBG will require annual inspections of licensed and license-exempt providers
- Eligibility will be re-determined annually, so long as the family income is below 85 percent of the State Median Income
- Parents will have up to three months to search for a job
- Additional information will be required to be posted electronically
- Quality set aside to increase over time
- Three percent of the quality set aside is to be directed to care for infants and toddlers

Ms. Sartell also provided the CCDBG Reauthorization Timeline.

In responding to this presentation, members raised the following points:

- Attention should be paid as to how California will respond to the directive for increased on-site monitoring by Community Care Licensing, and
- The emphasis on parent engagement could create opportunities for purposeful collaboration with First 5 LA.

7. Responding to the Proposed Deletion of Zoning Recommendation from the County Legislative Platform

Ms. Malaske-Samu reminded members that at the November meeting it was announced that IGEA had eliminated the following recommendation from the County's proposed Legislative Platform:

Support efforts to expand the supply of appropriate early care and education services by including these services in city and county general plans.

Based on the Roundtable's recommendation, this item has been a part of the County's Legislative Platform for at least the past eight years. It was removed at the request of the Department of Regional Planning on the grounds that it could be interpreted as a mandate. Ms. Malaske-Samu noted that County departments will automatically oppose the imposition of any mandates.

She shared a brief PowerPoint on the role of General Plans and zoning and their impact on child care facility development. The following points were raised:

- General Plans are long-term plans that establish guidelines for future growth. Amending a General Plan is onerous.
- Zoning is one of the primary means to implement a city or county general plan. Zoning can facilitate or impede the development child care facilities.
- The proposed General Plan developed by the Los Angeles County Department of Regional Planning is progressive and includes child care in multiple elements. The General Plan applies to the unincorporated areas of Los Angeles County.
- In addition to the unincorporated areas of Los Angeles County, there are 88 incorporated cities. Each city is required to prepare its own general plan.
- There are cities within Los Angeles County where General Plans and zoning ordinances impede the development of needed child care and development services.
- The American Planning Association (APA) advocates for the inclusion of child care policies as a part of local planning policies.
- A survey conducted in 2008 by the APA revealed that most planners do not know if their community has an adequate supply of the child care.
- Los Angeles County lost over 40 percent of its licensed family child care homes between 2006 and 2014, dropping from 10,496 licensed family child care homes in 2006 to 6,334 in December 2014.
- The supply of child care and development services in Los Angeles County is not adequate to meet the need and service gaps are most critical for low-income families. New Federal funds for Early Head Start-Child Care Partnerships and State funds to expand California State Preschool are forth coming. Additional child care facilities – centers and family child care homes - will be needed to fully utilize these and future funds.

Ms. Karla Pleitez Howell moved and Dr. Jacquelyn McCroskey seconded a motion that a letter be sent to IGEA requesting that language recommending that child care be included in city and county General Plans be reintroduced to the Legislative Platform. The motion passed without opposition.

It also suggested that the proposed language be carefully crafted to avoid interpretation as a mandate.

8. What We Should be Thinking About/ What We Should be Doing

Dr. Little announced that the following items had been submitted by members in response to the *What we should be thinking about and What we should be doing* forms:

- Consideration of a single child care license for programs serving children zero to five and bringing legislation forward
- Zoning ordinances impacting child care facility development
- Promotion of “children first” as a policy standard - with the Roundtable serving as the umbrella for the County of Los Angeles

9. Announcements and Public Comments

- Jennifer Hottenroth reported that DCFS continues to struggle to find foster parents for very young children. The foster care reimbursement rate is not sufficient to cover child care costs for infants. At this point, over 100 children each month are transported to Welcome Centers where care can be provided for up to 23 hours.

- Dr. Little announced that the 23rd Empowerment Congress Summit will be held on January 17, 2015 at the University of Southern California. A wide range of topics will be addressed. For more information go to: www.empowermentcongress.org.
- Mr. Duane Dennis suggested that the Roundtable raise the issue of child care expansion with Community Care Licensing.

10. Call to Adjourn

The meeting was adjourned at noon.

Members/Alternates Present

David Grkinich for Jeanette Aguirre, Los Angeles County Probation Department
 Maria Calix, Second District
 Sam Chan, Los Angeles County Department of Mental Health
 Duane Dennis, Child Care Alliance of Los Angeles
 Robert Gilchick, Los Angeles County Department of Public Health
 Jennifer Hottenroth, Los Angeles County Department of Children and Family Services
 Karla Pleitez Howell, Los Angeles County Child Care Planning Committee
 Sharoni Little, Second District
 Kathleen Malaske-Samu, Los Angeles County Chief Executive Office
 Jacquelyn McCroskey, Third District
 Terri Nishimura, Fourth District
 Joseph Matthews for Faith Parducho, Los Angeles County Department of Parks and Recreation
 Nora Garcia-Rosales for Nurhan Pirim, Los Angeles County Department of Public Social Services
 Nina Sorkin, Commission for Children and Families
 Esther Torrez, First District
 John Whitaker, Fifth District

68 percent of members/alternates were present

Guests Present

Rob Beck, Los Angeles County Department of Public Social Services
 Patricia Carbajal, Chief Executive Office
 Jacquelyn Christianson, Los Angeles Child Guidance Clinic
 Jennifer Cowen, First 5 LA
 Barbara Dubransky, Frist 5 La
 Alex Himmel, Los Angeles Universal Preschool (LAUP)
 Aimee Loya Owens, First 5 LA
 Devon Minor, Advancement Project
 Veronica Montaño-Sanchez, Los Angeles County Office of Child Care, Chief Executive Office
 Angelica Preciado, Los Angeles County Office of Child Care, Chief Executive Office
 Olyvia Rodriguez, Chief Executive Office

**Early Head Start- Child Care Partnership/Early Head Start Expansion Preliminary Awards
to Programs in Los Angeles County**

Arcadia	Pacific Clinics	\$ 1,800,000
Chatsworth	Child Care Resource Center, Inc.	\$ 2,800,000
Culver City	Westside Children's Center	\$ 700,000
Downey	Los Angeles County Office of Education	\$ 8,000,000
Los Angeles	Dignity Health dba California Hospital Medical Center	\$ 300,000
Los Angeles	Plaza Community Center, Inc.	\$ 3,100,000
Los Angeles	Vista Del Mar Child and Family Services	\$ 3,200,000
Los Angeles	Volunteers of America of Los Angeles	\$ 1,400,000
Pasadena	<u>Foothill Family Service</u>	<u>\$ 1,700,000</u>
		\$22,9700,000

This page intentionally blank



Meeting Minutes ♦ January 14, 2015

1. Welcome and Introductions

Chair Dora Jacildo opened the meeting at approximately 10:10 a.m., by welcoming Bernadette Sangalang with The David and Lucile Packard Foundation. Ms. Jacildo noted that Ms. Sangalang would be presenting on the Foundation's work in the informal care arena. Ms. Jacildo then asked members and guests to introduce themselves. During introductions, Ms. Esther Torres announced that she is now the Executive Director of Grandparents As Parents.

Ms. Jacildo reported that the California State Preschool Program (CSPP)-Quality Rating and Improvement System Block Grant Request for Proposals were released on January 9, 2015, and an informational webinar was held the next afternoon. She asked Dr. Dawn Kurtz to update the members on this effort. Dr. Kurtz reported that letters of intent are due to California Department of Education (CDE) on January 21, 2015, and applications for Priority 1 counties (those counties with Race to the Top-Early Learning Challenge Grants on file with CDE) are due on February 4, 2015. Los Angeles Universal Preschool (LAUP), the Office of Child Care (OCC) and Los Angeles County Office of Education (LACOE) will be submitting a letter of intent to operate a single CSPP Quality Rating and Improvement System for Los Angeles County. The proposal will assign the responsibility for:

- Contract monitoring to LACOE;
- Program rating to OCC; and
- Professional development, coaching and incentives to LAUP.

Dr. Kurtz noted that the amount of funds available per county will be released on January 22, 2015, following the submission of letters of intent.

The proposal will require sign-offs from the following organizations; First 5 LA, the Local Child Care Planning Committee, the resource and referral agencies, and an institution of higher education. Ms. Cristina Alvarado, Executive Director of the Child Care Alliance of Los Angeles, offered to assist in securing resource and referral agency sign-offs. Mr. Nurhan Pirim urged that Children's Home Society serving the Long Beach area be included in the process, even though they are not members of the Child Care Alliance.

Dr. Kurtz noted that a number of CSPPs are already participating in the Race to the Top-Early Learning Challenge Programs (RTT-ELC) operated by LAUP and OCC. The CSPP Quality Rating and Improvement (QRIS) Block Grant will allow more CSPPs to participate in QRIS. In addition, CSPPs earning ratings of 4 or higher under RTT-ELC will be eligible for the quality rewards offered under the CSPP QRIS Block Grant.

Ms. Ellen Cervantes with the Child Care Resource Center noted that nine Early Head Start contracts have been awarded to agencies in Los Angeles County. These programs will be required to participate in a QRIS and partnerships could be established to sustain QRIS

services after RTT-ELC expires in June 2016. In addition, Early Head Start would be a vehicle to ensure infant/toddler participation in QRIS.

Ms. Jacildo also announced that that CDE released the California Transitional Kindergarten Incentive contracts on January 9, 2015. She reminded members that the State Budget for fiscal year 14-15, included an allocation of \$15 million to be used over three years to assist Transitional Kindergarten and CSPP staff to meet new requirements aimed at ensuring developmentally appropriate programming in Transitional Kindergarten and CSPP. It appears that Los Angeles County will receive \$ 3,643,172 for the three year period. These contracts are going to Local Planning Councils and were originally intended to be amendments to the Child Care Salary/Retention Incentive Program – known locally as the Investing in Early Educators Program. However, this program will now be funded under a separate contract.

In a brief discussion following this announcement, it was noted that many Local Planning Councils are administered by County Offices of Education. In Los Angeles County, greater effort may be needed to effectively collaborate with and serve persons working in T-K classrooms administered by K-12 districts.

Ms. Jacildo then asked Kathy Malaske-Samu to report on the reorganization of the Chief Executive Office. Ms. Malaske-Samu shared that on Thursday, January 8, 2015, Ms. Sachi Hami, Los Angeles County Interim Chief Executive Officer announced a significant reorganization of the Chief Executive Office, including the following:

- The establishment of the position of Chief Operating Officer with authority over Countywide administrative functions, including budget development, capital projects, employee relations, risk management, and other central services;
- The establishment of an executive position within CEO to assist the Sheriff's Department with critical needs and resources;
- The establishment an interim Office of Child Protection within the CEO's office in order to immediately begin the implementation of reforms to the child welfare system, in parallel to the ongoing recruitment of a permanent child protection executive;
- The establishment of an executive position within CEO to oversee the potential consolidation of the County's health-related agencies and functions, in order to streamline administrative functions and improve patient care;
- These leadership positions are replacing the CEO's existing executive structure and personnel by aligning resources to the highest-level emergent needs set by the Board of Supervisors and facing the County in the year ahead. Deputy CEO positions are being eliminated effective February 2015; and
- These new leaders will be joined by existing CEO managers, who will be elevated structurally, including Public Affairs/ Communications, Emergency Management, and Legislative Affairs/Intergovernmental Relations

The Interim CEO also identified the following Critical Issues for 2015:

- The Sheriff's Department;
- Child Welfare system; and
- Consolidation of the departments of Health Services, Public Health, and Mental Health.

An organizational chart was distributed and the Service Integration Branch (SIB), where the OCC is situated, was not included in that version. We have been informed that the

organizational structure is evolving and that the placement of SIB other units are still under consideration.

Mr. Duane Dennis commented that the Roundtable needs to utilize its influence to clarify the role and importance of both the Roundtable and the Office of Child Care. Dr. McCroskey added that the Roundtable has grown over the years and its ability to serve as a resource to the Board of Supervisors and to County departments could be accelerated under the new CEO structure.

Dr. Sam Chan noted that the Policy Roundtable for Child Care and Development one of the few bodies operating where County departments and community representatives connect. This connection is essential, given the stated commitment to service integration. Ms. Genethina Hudley-Hayes with the Third District, stated that the Roundtable has an important role to play generating child development related recommendations to the Board of Supervisors. She pointed out that there is a need for strong voice for children, families and the child care and development sector. A letter from the Roundtable, recommending what action should be taken would be very helpful.

Ms. Jacildo thanked Ms. Hudley-Hayes for her insights. Dr. Little suggested that an ad hoc committee of the Roundtable members be convened. Karla Pleitez Howell offered to draft a letter, which could be shared electronically with members for additional input. Ms. Pleitez Howell's offer was welcomed by all.

2. Approval of Minutes

Due to a copying error, approval of the December minutes will be addressed at the January meeting.

3. Planning for February Meeting

Ms. Jacildo reminded members that the group had tentatively scheduled a discussion of working with children with challenging behaviors for the February meeting. In planning for this session, Ms. Malaske-Samu called for volunteers, Dr. John Whitaker and Dr. Sharoni Little agreed to participate.

4. Report on the Early Education Summit

Dr. Kurtz reported that on December 10, 2014, the President convened state and local policymakers, mayors, school superintendents, corporate and community leaders, and advocates for the White House Summit on Early Education, highlighting collective leadership in support of early education for America's children. New public and private investments in early care and education were announced. California was not visible at this event – we have more work to do to tell our story. This is challenging in part due to our size.

Ms. Tessa Charnofsky commented that a number of organizations came together in advance of the summit and compiled information on California investments in early care and education. Unfortunately – these investments were not deemed to be new and consequently were not highlighted at the summit.

5. Sacramento Update

Ms. Maureen Diekmann reported that the Governor's proposed budget for 2015-16 suggested only modest changes for child care and development services and is focused on fully implementing the funding proposals of the 2014-15 budget. Ms. Diekmann referred members to the Budget Analysis document in their materials.

- Increase the budget for the California State Preschool Program (CSPP) by \$14.8 million Proposition 98 General Fund and \$18.8 million non-Proposition 98 General Fund to support 4,000 slots with full-day wrap-around care as originally established in the Budget Act of 2014.
- Make cost of living adjustments (COLA) of 1.58 percent to the CSPP and the capped child care programs for an increase of \$9.2 million Proposition 98 General Fund and \$12.3 million non-Proposition 98 General Fund. The COLA was suspended for child care and development programs from 2008-09 through 2014-15.
- Increase funding by \$33.5 million for reimbursements based on the Regional Market Rate (RMR) to reflect a full-year update of the RMR that was implemented by the Budget Act of 2014. The Budget Act of 2014 updated the RMR from the 85th percentile of the 2005 RMR survey to the 85th percentile of the 2009 survey, reduced by 10.11 percent, effective January 1, 2015.
- Reduce CalWORKs Stage 2 Child Care by \$11.6 million to reflect a decrease in the number of cases and an increase in cost per case. Total base cost for Stage 2 is \$348.6 million.
- Increase the budget for CalWORKs Stage 3 Child Care by \$34.6 million to reflect an increase in the number of cases and an increase in the cost per case. Total base cost for Stage 3 is \$263.5 million.
- Indicate a decrease of \$14.9 million in federal funds to account for a reduction of available carryover funding. Total federal funding is \$565.2 million.

Ms. Sartell noted that the Child Care and Development Block Grant (CCDBG) will require programs receiving those funds to be inspected by Community Care Licensing on an annual basis. The Governor did not address this issue in his budget.

Mr. Dennis reported that many in Sacramento are debating if the number of subsidized spaces should be increased or if the quality of subsidized child development services should be enhanced. In fact – we need both and need to invest in both the supply and quality of services available to children. Mr. Dennis noted that he would not go to a restaurant that was inspected only once every five years.

Dr. Sharoni Little suggested that the Roundtable needs to “connect the dots.” Access to affordable child care services is not equitably distributed across the county. We know that the trajectory for life success begins in the earliest years and access to quality child development services can substantially impact that trajectory. We need to be concerned about the life success of all children.

Mr. Nurhan Pirim reported that CDE is concerned about the cost implications of annual licensing inspections for programs funded with CCDBG dollars and may seek a waiver.

Ms. Alvarado added that the mechanism to address the Regional Market Rate, described above, essentially leaves child care providers in Los Angeles County with no rate increase.

Dr. Chan suggested that the Roundtable develop clear and practical recommendations on what needs to be done to address these issues.

6. An Update on Family, Friend and Neighbor Care

Ms. Bernadette Sangalang opened her presentation by noting that the Early Learning Strategy which the David and Lucile Packard Foundation launched in 2014 was intended to improve the quality of early learning and developmental experiences in both formal and informal settings, for children from birth through age five in California. While the Foundation has extensive experience in the formal center-based arena of child development, it has less experience with the informal sector, sometimes referred to as license exempt care or family, friend and neighbor care.

In an effort to increase their knowledge and better understand how the Foundation could support informal caregivers, a 9-month process was undertaken to learn more about the informal care sector and to test ideas. Mathematica Policy Research was enlisted to:

- Conduct a literature review;
- Engage child care resource and referral agencies in discussions;
- Interview key informants in state and county informal care networks; and
- Visit community organizations that serve parents and caregivers.

Concept Hatchery was engaged to conduct ethnographic research of parents and informal caregivers, to understand how and why parents and caregivers make certain decision.

Further by Design was contracted by the Foundation to support partnerships with local communities in Oakland and Los Angeles. Further by Design conducted in-person interviews and facilitated community meetings in conjunction with Lotus Bloom in Oakland and Magnolia Community Initiative in Los Angeles.

Ms. Sangalang shared preliminary findings from this three prong learning strategy:

- Two types of common informal caregivers include family members and non-family;
- A family member is the most common type of informal care provider;
- Informal caregivers are most often women, lower income, many Spanish speakers, and few have formal training;
- Payment takes various forms;
- Common outside activities: libraries, parks, and neighborhood walks;
- Barriers to engaging in activities frequently include the following: parent wishes, neighborhood safety, transportation, costs, fragmented caregiver community; and
- Opportunities for improving quality caregiving: engage parents, access to safe places for children, education/training on child development, innovative ways to reach caregivers.

Locally, 29 participants including parents, informal caregivers, and key stakeholders gathered at Magnolia Place on the evening of October 7, 2014, to brainstorm issues encountered by informal caregivers and to design potential solutions. The gathering was facilitated by Further by Design, dinner was provided and Magnolia Place offered child care for the children. Care was taken to make all participants feel welcome and valued.

By the end of the evening over 125 ideas had been generated. Further by Design captured the process and specific ideas in "*Creative Design Time to Help Young Children in Los Angeles.*"

These ideas can be grouped into three main categories:

- Health and Exercise
- Information and Educational Activities for Parents and their Children
- Developing Community and Career Pathways for Providers

Ms. Malaske-Samu, pitch-hitting for the representatives of Magnolia Community Initiative (MCI), reported that the MCI network of informal caregivers studied the results of the brainstorming session. Their action step will be to engage the families of the children they care for in activities that will make “reading every day with their children as routine as brushing their teeth!” The network will form three groups of four caregivers per group. Each group will outline their strategy and will have \$250 to test it. This process will be documented and each group will have the opportunity to modify and re-test, or explore a different strategy. Ms. Malaske-Samu noted that a unique aspect of this network is their history and integration of the Protective Factors.

In the conversation that followed, a question was raised if this project will be assessing child outcomes or conducting developmental screenings. Ms. Sangalang responded that this project is not intending to measure child outcomes. Mr. Whit Hayslip, a Consultant to the Foundation, added that the Foundation is not intending to replace the work underway to improve child outcomes, but rather looking at how it might support caregivers, so that their interactions with children can become richer and more sensitive.

Ms. Jacildo thanked Ms. Sangalang for making the trip south and for the Foundation’s thoughtful approach to this complex issue.

7. Announcements and Public Comments

Dr. Little opened the announcements by reminding members that the Empowerment Congress was scheduled for January 17, 2015, at the University of Southern California, and that Dr. Cornel West was the keynote speaker.

Ms. Malaske-Samu shared a workshop announcement featuring Dr. Chan, scheduled for February 20, 2015.

Hearing no other announcements, the meeting was adjourned at noon.

Members/Alternates Present

Jeanette Aguirre, Los Angeles County Probation Department

Sam Chan, Los Angeles County Department of Mental Health

Duane Dennis, Child Care Alliance of Los Angeles

Maureen Diekmann, Los Angeles Unified School District

Robert Gilchick, Los Angeles County Department of Public Health

Steve Sturm for Jennifer Hottenroth, Los Angeles County Department of Children and Family Services

Karla Pleitez Howell, Los Angeles County Child Care Planning Committee

Dora Jacildo, Fourth District

Sharoni Little, Second District

Dawn Kurtz, Los Angeles Universal Preschool

Kathleen Malaske-Samu, Los Angeles County Chief Executive Office

Jacquelyn McCroskey, Third District
Terri Nishimura, Fourth District
Nurhan Pirim, Los Angeles County Department of Public Social Services
Nina Sorokin, Commission for Children and Families
Esther Torrez, First District
John Whitaker, Fifth District

68 percent of members/alternates were present

Guests Present

Cristian Alvarado, Child Care Alliance of Los Angeles
Rob Beck, Los Angeles County Department of Public Social Services
Heather Carrigan, Westside Children's Center
Ellen Cervantes, Child Care Resource Center
Tessa Charnofsky, First 5 LA
Genie Chough, Third District
Sharon Greene, Community Care Licensing
Whit Hayslip, Early Childhood Consultant
Genethia Hudley-Hayes, Third District
Nora Garcia- Rosales, Department of Public Social Services
Danette McBride, Second District
Jessica Owens, Crystal Stairs
Bernadette Sangalang, The David and Lucile Packard Foundation

This page intentionally blank



LEGISLATION BEING CONSIDERED BY THE CALIFORNIA STATE LEGISLATURE – FIRST LEGISLATIVE SESSION OF 2015-16

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 2/17/15)
California Assembly Bills								
	AB 15 (Holden)	Would express Legislature intent to enact legislation that would provide for a living wage for work performed by parties who contract with the state.						Introduced: 12/1/14
1	AB 47 (McCarty)	Would require the California Department of Education (CDE) to report to the Legislative and Department of Finance (DOF) by 6/1/2016 a plan for expanding the state preschool program for all eligible low-income children without current access to one year of state preschool or transitional kindergarten. Report to contain an analysis of the need for new facilities for preschool expansion.						Introduced: 12/1/14 Committee on Education
	AB 53 (Garcia)	Would require properly securing a child under 2 years of age in an appropriate rear facing child safety seat while the child is riding in a motor vehicle while transported by a parent, legal guardian or other driver.						Introduced: 12/1/14 Committees on Transportation and Appropriations

* Levels of interest are assigned by the Joint Committee on Legislation based on consistency with the Public Policy Platform accepted by the Child Care Planning Committee and Policy Roundtable for Child Care and Development and consistent with County Legislative Policy for the current year. Levels of interest do ***not*** indicate a pursuit of position in either direction. The Joint Committee will continue to monitor all listed bills as proceed through the legislative process. Levels of interest may change based on future amendments.

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 2/17/15)
1	AB 74 (Calderon)	Would require the Department of Social Services (CDSS) to conduct annual unannounced inspections of licensed facilities, including child care centers and family child care homes, as of 1/1/18. Specifies incremental steps to increasing the percent of facilities subject to annual unannounced inspections and the frequency of inspections each year up to 1/1/18.						Introduced: 1/6/15 Committee on Human Services Committee on Aging and Long-Term Care
Spot bill Watch	AB 148 (Holden)	Expresses the intent of the Legislature to enact legislation to submit a general obligation bond measure to the voters during the 2016 calendar year to fund the modernization and construction of school facilities.						Introduced: 1/15/15
	AB 188 (Garcia)	Would amend Education Code to allow agencies contracting with the CDE for the Alternative Payment (AP) Program to be reimbursed for making eligibility determinations at a rate of three percent of the total contract amount.	CAPPA					Introduced: 1/27/15 Committee on Human Services
	AB 233 (Lopez)	Would amend existing sections of the California Education Code pertaining to child care and development services contracted by the CDE. Among amendments are authorizing 12 months of continuous eligibility, deleting certain reporting requirements, allowing the establishment of reimbursement rates that best meet the needs of the community while not exceeding market rate ceilings, and eliminating the requirement that contracting agencies re-compete for funding every five years. In addition, deletes a significant portion of the section pertaining to fraud and overpayment to focus on best practices.	CAPPA					Introduced: 2/4/15

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 2/17/15)
	AB 271 (Oberholte)	Would authorize CDE-contracted programs, including AP Programs and providers, to maintain any records electronically regardless of whether the original documents were created in electronic format and to retain a case record using either electronic or other alternative storage technologies. In addition, would authorize AP Programs and providers to use an electronic signature.						Introduced: 2/10/15
California Senate Bills								
	SB 3 (Leno)	Would increase the minimum wage, on and after 1/1/2016, to not less than \$11 per hour, on and after 7/1/2017, to not less than \$13 per hour. Would require automatic adjustment of the minimum wage using a specified formula on January 1 of each year, starting on 1/1/19, to maintain employee purchasing power diminished by the rate of inflation that occurred during the previous year.						Introduced: 12/2/14 Senate Committee on Labor and Industrial Relations
	SB 23 (Mitchell)	Would prohibit imposing a condition for cash aid (CalWORKs) on a recipient to disclose information regarding incest, rape or use of contraceptives. Would prohibit denying an increase in aid to a family currently receiving aid upon the birth of a new child.	WCLP, CWDA, ACLU		Support	Health Access; California Partnership; California Immigrant Policy Center; among others		Introduced: 12/1/14 Senate Committee on Human Services Hearing: 3/24/15

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 2/17/15)
	SB 114 (Liu)	Would enact the Kindergarten-University Public Education Facilities Bond Act of 2016 to authorize an unspecified amount of state general obligation bonds, as scheduled, to provide aid to school districts, county superintendents of schools, county boards of education, charter schools, the California Community Colleges, the University of California, the Hastings College of the Law, and the California State University to construct and modernize education facilities. The proposed bond act would become operative only if approved by the voters at the November 8, 2016, statewide general election, and the bill would provide for its submission to the voters at that election.						Introduced: 1/13/15 Committee on Education Committee on Government and Finance
	SB 174 (Wolk)	Would require the California Department of Social Services (CDSS) to implement a 2-year pilot project in the Counties of Sacramento and Yolo to conduct a study of the relationship between crisis respite care and incidents of reported child abuse in those counties, and report the results of the study to the Legislature. Would express Legislative intent to provide state funding for crisis nurseries in the Budget Act of 2015 for community services and this pilot project. Would sunset 1/1/2018.						Introduced: 2/5/15 Committee on Rules for assignment
California Budget Bills (including Trailer Bills)								
	AB 103 (Weber)	Budget Act of 2015						Introduced: 1/9/15
	SB 69 (Leno)	Budget Act of 2015						Introduced: 1/9/15

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 2/17/15)
	(TBD)	Omnibus Education Trailer Bill – proposed minor increase to child nutrition rate; would create stakeholders groups to streamline data and other reporting requirements related to subsidized child care and development programs.						(Pending)
	(TBD)	2015-16 Budget Trailer Bill – Suspension of Licensing Fee Exemption						(Pending)
	(TBD)	Department of Social Services Proposed Trailer Bill Legislation – Community Care Licensing Next Phase Quality Enhancement						(Pending)

To obtain additional information about any State legislation, go to www.leginfo.ca.gov/bilinfo.htm; for Federal legislation, visit <http://thomas.loc.gov>. To access budget hearings on line, go to www.calchannel.com and click on appropriate link at right under “Live Webcast”. Links to Trailer Bills are available at http://www.dof.ca.gov/budgeting/trailer_bill_language/. For questions or comments regarding this document, contact Michele Sartell, staff with the Office of Child Care, by e-mail at msartell@ceo.lacounty.gov or call (213) 974-5187.

An additional source of information on bills posted in this matrix is the subscription-based publication, *Legislative Updates on Child Development*, issued weekly by On the Capitol Doorstep. For more information, visit www.otcdkids.com.

KEY TO LEVEL OF INTEREST ON BILLS:

- 1: Of potentially high interest to the Child Care Planning Committee and Policy Roundtable for Child Care.
- 2: Of moderate interest.
- 3: Of relatively low interest.

Watch: Of interest, however level of interest may change based on further information regarding author’s or sponsor’s intent and/or future amendments.

** Levels of interest are assigned by the Joint Committee on Legislation based on consistency with Policy Platform accepted by the Child Care Planning Committee and Policy Roundtable for Child Care and consistent with County Legislative Policy for the current year. Levels of interest **do not** indicate a pursuit of position. Joint Committee will continue to monitor all listed bills as proceed through legislative process. Levels of interest may change based on future amendments.

KEY:

ACLU	American Civil Liberties Union	CTC	Commission on Teacher Credentialing
AFSCME:	American Federation of State, County and Municipal Employees	CWDA	County Welfare Directors' Association
CAPPA	California Alternative Payment Program Association	DDS	Department of Developmental Services
CAEYC	California Association for the Education of Young Children	DHS	Department of Health Services
CAFB	California Association of Food Banks	DOF	Department of Finance
CCCCA	California Child Care Coordinators Association	DMH	Department of Mental Health
CCRRN	California Child Care Resource and Referral Network	First 5 CA	First 5 Commission of California
CCDAA	California Child Development Administrators Association	HHS	Health and Human Services Agency
CDA	California Dental Association	LCC	League of California Cities
CDE	California Department of Education	LAC CPSS	Los Angeles County Commission for Public Social Services
CDSS	California Department of Social Services	LACOE	Los Angeles County Office of Education
CFT	California Federation of Teachers	LAUSD	Los Angeles Unified School District
CFPA	California Food Policy Advocates	MALDEF	Mexican American Legal Defense and Education Fund
CHAC	California Hunger Action Coalition	NASW	National Association of Social Workers
CIWC	California Immigrant Welfare Collaborative	NCYL	National Center for Youth Law
CSAC	California School-Age Consortium	PG&E	Pacific Gas and Electric Company
CSAC	California State Association of Counties	SEIU	Service Employees International Union
CTA	California Teachers Association	SPI	Superintendent of Public Instruction
CCALA	Child Care Alliance of Los Angeles	TCI	The Children's Initiative
CCLC	Child Care Law Center	US DHHS	US Department of Health and Human Services
CDPI	Child Development Policy Institute	WCLP	Western Center on Law and Poverty

DEFINITIONS:²

Committee on Rules	Bills are assigned to a Committee for hearing from here.
Consent Calendar	A set of non-controversial bills, grouped together and voted out of a committee or on the floor as a package.
First Reading	Each bill introduced must be read three times before final passage. The first reading of a bill occurs when it is introduced.
Held in Committee	Status of a bill that fails to receive sufficient affirmative votes to pass out of committee.
Held under Submission	Action taken by a committee when a bill is heard and there is an indication that the author and the committee members want to work on or discuss the bill further, but there is no motion for the bill to progress out of committee.
Inactive File	The portion of the Daily File containing legislation that is ready for floor consideration, but, for a variety of reasons, is dead or dormant. An author may move a bill to the inactive file, and move it off the inactive file at a later date. During the final weeks of the legislative session, measures may be moved there by the leadership as a method of encouraging authors to take up their bills promptly.
On File	A bill on the second or third reading file of the Assembly or Senate Daily File.
Second Reading	Each bill introduced must be read three times before final passage. Second reading occurs after a bill has been reported to the floor from committee.
Spot Bill	A bill that proposes nonsubstantive amendments to a code section in a particular subject; introduced to assure that a bill will be available, subsequent to the deadline to introduce bills, for revision by amendments that are germane to the subject of the bill.
Third Reading	Each bill introduced must be read three times before final passage. Third reading occurs when the measure is about to be taken up on the floor of either house for final passage.
Third Reading File	That portion of the Daily File listing the bills that is ready to be taken up for final passage.
Urgency Measure	A bill affecting the public peace, health, or safety, containing an urgency clause, and requiring a two-thirds vote for passage. An urgency bill becomes effective immediately upon enactment.
Urgency Clause	Section of bill stating that bill will take effect immediately upon enactment. A vote on the urgency clause, requiring a two-thirds vote in each house, must precede a vote on bill.
Enrollment	Bill has passed both Houses, House of origin has concurred with amendments (as needed), and bill is now on its way to the Governor's desk.

² Definitions are taken from the official site for California legislative information, Your Legislature, Glossary of Legislative Terms at www.leginfo.ca.gov/guide.html#Appendix_B.

STATE LEGISLATIVE CALENDAR 2015 (Tentative)³

January 1, 2015	Statutes take effect (Art. IV, Sec. 8(c)).
January 5, 2015	Legislature reconvenes (J.R. 51(a)(1)).
January 10, 2015	Budget Bill must be submitted by Governor (Art. IV, Sec. 12(a)).
January 19, 2015	Martin Luther King, Jr. Day Observed
January 30, 2015	Last day to submit bill requests to the Office of Legislative Counsel. Last day for any committee to meet and report to the Floor bills introduced in their house in 2013 (J.R. 61(b)(2)).
February 16, 2015	President's Day Observed
February 27, 2015	Last day for bills to be introduced (J.R. 61(a)(1), J.R. 54(a)).
March 26, 2015	Spring Recess begins upon adjournment (J.R. 51(a)(2)).
March 30, 2015	Cesar Chavez Day observed.
April 6, 2015	Legislature reconvenes from Spring Recess (J.R. 51(a)(2)).
May 1, 2015	Last day for policy committees to meet and report to fiscal committees fiscal bills introduced in their house (J.R. 61(a)(2)).
May 15, 2015	Last day for policy committees to meet and report to the floor non-fiscal bills introduced in their house (J.R. 61(a)(3)).
May 22, 2015	Last day for policy committees to meet prior to June 8 (J.R. 61(a)(4)).
May 25, 2015	Memorial Day observed.
May 23, 2015	Last day for fiscal committees to meet and report to the floor bills introduced in their house (J.R. 61(a)(5)). Last day for fiscal committees to meet prior to June 3 (J.R. 61(a)(6)).
June 1-5, 2015	Floor session only. No committee may meet for any purpose (J.R. 61(a)(7)). This deadline APPLIES TO ALL bills, constitutional amendments and bills which would go into immediate effect pursuant to Section 8 of Article IV of the Constitution (Art. IV, Sec. 8(c); J.R. 61(i)).
June 5, 2015	Last day for each house to pass bills introduced in that house (J.R. 61(a)(8)).
June 8, 2015	Committee meetings may resume (J.R. 61(a)(9)).
June 15, 2015	Budget Bill must be passed by midnight (Art. IV, Sec. 12(c)(3)).
July 4, 2015	Independence Day observed.
July 17, 2015	Last day for policy committees to meet and report bills (J.R. 61(a)(10)).
July 17, 2015	Summer recess begins at the end of this day's session, provided the Budget Bill has been passed (J.R. 51(a)(3)).
August 17, 2015	Legislature reconvenes from Summer Recess (J.R. 51(a)(3)).
August 28, 2015	Last day for fiscal committees to meet and report bills (J.R. 61(a)(11)).
August 31- Sept 11, 2015	Floor session only. No committees, other than conference committees and Rules Committee, may meet for any purpose (J.R. 61(a)(12)). This deadline APPLIES TO ALL bills, constitutional amendments and bills which would go into immediate effect pursuant to Section 8 of Article IV of the Constitution (Art. IV, Sec. 8(c); J.R. 61(i)).
September 4, 2014	Last day to amend bills on the floor (J.R. 61(a)(13)).
September 7, 2015	Labor Day observed.
Sept 11, 2015	Last day for each house to pass bills (Art. IV, Sec. 10(c), J.R. 61(b)(17)). Final Recess begins upon adjournment (J.R. 51(b)(3)).
Sept 30, 2015	Last day for Governor to sign or veto bills passed by the Legislature on or before September 11, 2015 and in the Governor's possession after September 11 (Art. IV, Sec. 10(b)(1)).

2016

Jan. 1	Statutes take effect (Art. IV, Sec. 8(c)).
Jan. 4	Legislature reconvenes (J.R. 51 (a)(4)).

³ California State Assembly. *2015 Tentative Legislative Calendar*. Retrieved on October 29, 2014 from <http://assembly.ca.gov/legislativedeadlines>.

This page intentionally blank

PROPOSED CALIFORNIA LEGISLATION: INTEGRATED LICENSES FOR EARLY CHILDHOOD CENTERS

BACKGROUND

In the 1970s, California led the nation in the creation of its licensing system for community care facilities, and pioneered recognition of the special needs of infants and toddlers with a license distinct from preschool age care. While the standard of care in California statute remains appropriate, the bifurcation of early care licensing in California into two separate licenses is unnecessary and problematic. Many states now mandate the standard required in California, but without dual-licensing. California is one of only two states in the country which employ a separate infant-toddler license. Other states employ a single license for early childhood centers, mandating developmentally appropriate standards based on the age of the children served. Even in California, Family Child Care providers are not subject to the dual-license requirement: only private fee, state and federally funded center-based programs. This dual-license requirement affects 12,624 provider licenses, serving 574,608 children across California.

PROBLEMS WITH THE DUAL LICENSE SYSTEM

Developmentally, the most important factor in a young child's social-emotional development is continuity of relationships. Unfortunately, siloed licenses that ignore transitional considerations force California providers to arbitrarily move children out of one classroom and into another based on birthdates, to the exclusion of other needs.

The intent of the current statute is good: maintaining appropriate caregiver qualifications and staffing ratios, but this can be accomplished more effectively through a single license which also values continuity of care during ages 24-36 months.

Currently, if there is no vacancy in the preschool age classroom when a child turns three, a family may be forced out of a center because their child is not allowed to be with younger children. Conversely, some centers are forced to hold slots vacant in order to facilitate the transition, denying service to other families and depriving them income in the process.

LICENSE REQUIREMENTS:

Community Care Licensing (CCL) provides and administers licenses for Infants (Birth-2yrs) and Preschoolers (2yrs-entering Kindergarten). The "Toddler Component" means the component of a preschool or infant care program license designed for children between the ages of 18 months and 30 months.

Programs may apply for a waiver to allow a child to stay in the Toddler classroom until 30 months. This is a time consuming process and ultimately is up to the discretion and time available to process the multiple requests of local licensing analysts. However, the waiver still doesn't resolve the potential for a child to potentially loose care from 30 to 36 months as most preschool classrooms serve children from 3 years old through entering Kindergarten.

PROPOSED BILL WOULD:

- Create a single license for Centers serving children age birth through age 5.
- Maintain existing quality standards – caregiver training, child/adult ratios based on age, etc.
- Promote continuity of caregiver relationships and continuity of a child's peer relationships.
- Reduce vacancies, enabling current system to serve more children
- Be fiscally neutral – programs would continue to pay licensing fees equal to current system.
- Reduce paperwork for child development facilities and for CA Community Care Licensing.

RELEVANT CA CODE SECTION & OTHER CITATIONS:

Health and Safety Code Section 1596.81
CCCR&R 2013 Portfolio

This page intentionally blank



U.S. Department of Education Office for Civil Rights

CIVIL RIGHTS DATA COLLECTION

Data Snapshot: Early Childhood Education

Issue Brief No. 2 (March 2014)

For other data snapshots in the series, visit the CRDC at: <http://ocrdata.ed.gov>

INSIDE THIS SNAPSHOT: Early Childhood Education Highlights

- **Public preschool access not yet a reality for much of the nation:** About 40% of school districts do not offer preschool programs.
- **Part-day preschool is offered more often than full-day:** 57% of school districts that operate public preschool programs offer only part-day preschool.
- **Limited universal access to preschool:** Just over half of the school districts that operate public preschool programs explicitly make such programs available to all students within the district.
- **Kindergarten retention disparities:** Native-Hawaiian, other Pacific Islander, American Indian, and Native-Alaskan kindergarten students are held back a year at nearly twice the rate of white kindergarten students. Boys represent 61% of kindergarteners retained.
- **Suspension of preschool children** (*new for 2011–12 collection*): Black children make up 18% of preschool enrollment, but 48% of preschool children suspended more than once. Boys receive more than three out of four out-of-school preschool suspensions.

EARLY CHILDHOOD EDUCATION

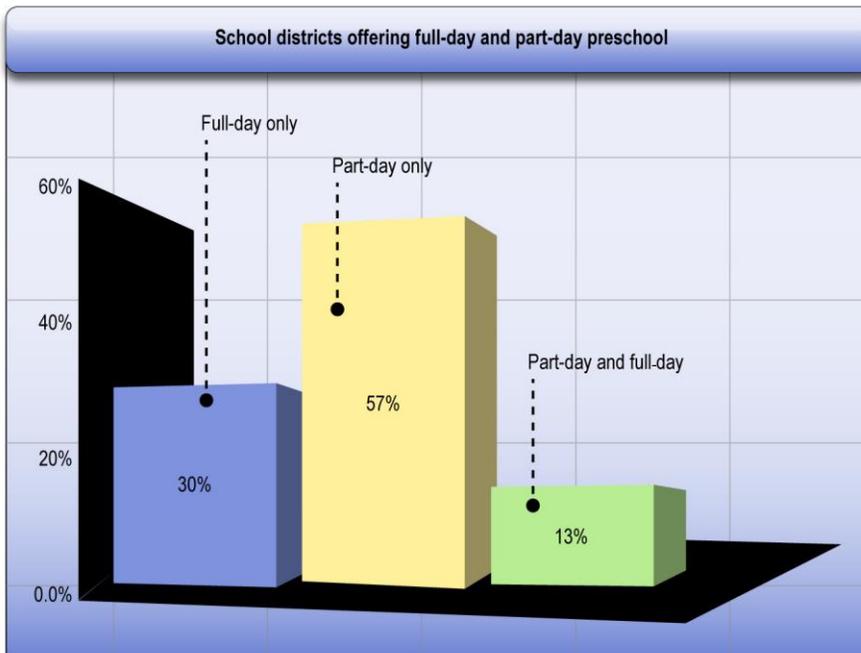
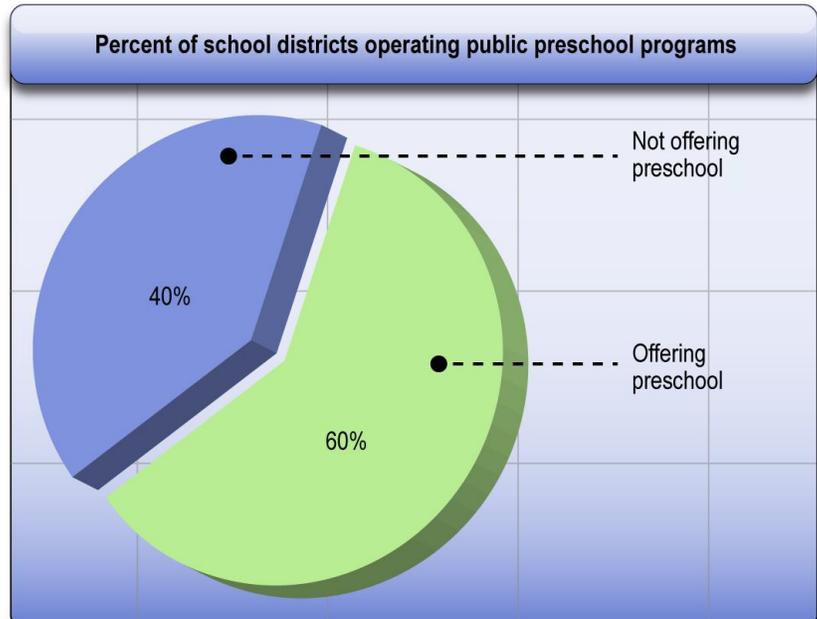
A child's early education, including preschool and elementary school, sets the foundation for his or her future success. The 2011–12 Civil Rights Data Collection (CRDC) collected early-childhood-education-related data such as preschool access and discipline, as well as student retention, in elementary school. For the CRDC, "preschool" means a program operated by a public school for children younger than kindergarten age, including early childhood programs or services. The CRDC does not include data on private preschool programs.

School districts with public preschool programs

While one million children are served in public preschool programs nationwide, 40% of districts report that they do not operate public preschool programs for children within their district.

NOTE: Figure reflects public preschool programs operated by, or on behalf of, public school districts. The CRDC does not collect information related to the quality of public preschool programs. Figure represents 16,503 school districts.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011–12.



Part-day vs. full-day preschool

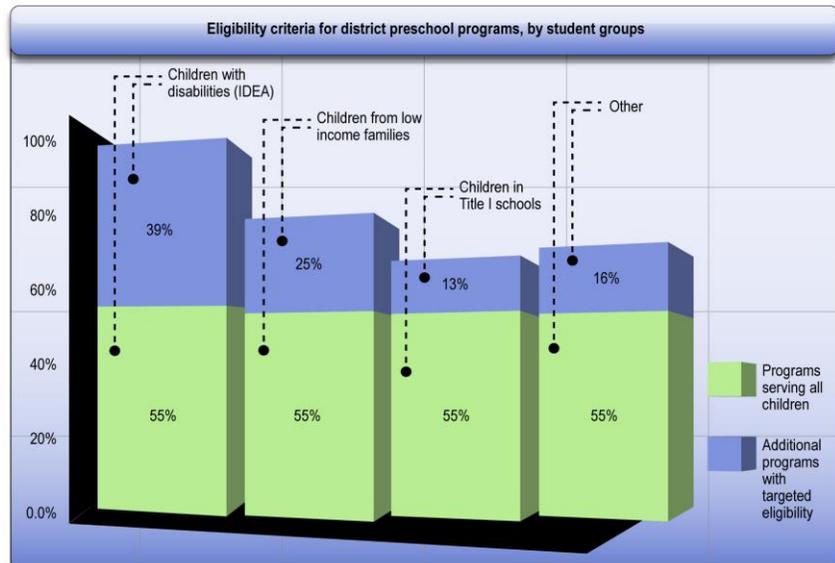
Of the nearly 10,000 school districts offering preschool programs, 30% offer full-day preschool only, 57% offer part-day preschool only, and 13% offer both full-day and part-day programs.

NOTE: Figure represents 9,939 school districts that reported operating preschool programs.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011–12.

Preschool eligibility criteria

Over half (55%) school districts operating public preschool programs explicitly make them available to all children in the district. An additional 25% of school districts target preschool programs to children from low-income families — which means that 80% of all of school districts make preschool available to all students or specifically target children from low-income families. Thirty-nine percent (39%) of school districts target preschool programs to children with disabilities; 13% target children in Title I schools; and 16% target children on some other basis (e.g., at-risk or other special need).

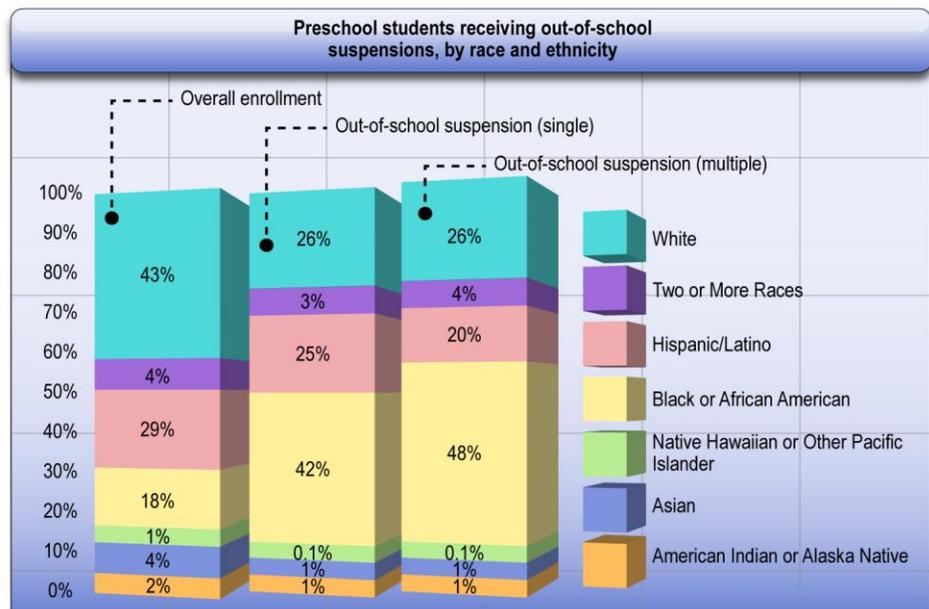


NOTE: Figure represents 9,939 school districts that reported operating preschool programs. School districts could select eligibility for all children or any combination of the remaining choices.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12.

Preschool discipline

Racial disparities in discipline begin in the earliest years of schooling. Black students represent 18% of preschool enrollment, but 42% of preschool students suspended once, and 48% of students suspended more than once.

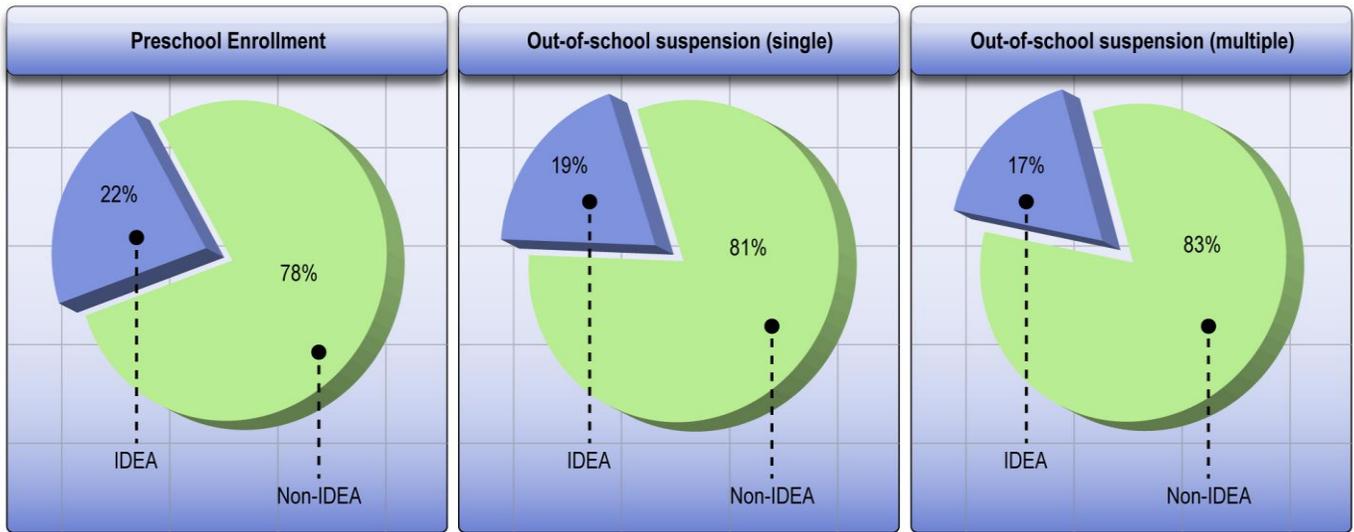


NOTE: Preschool suspensions were collected for the first time in the 2011-12 CRDC. Detail may not sum to 100% due to rounding. Figure represents 99% of schools with preschool students enrolled. It also represents over 1 million preschool students, nearly 5,000 students suspended once, and over 2,500 students suspended more than once.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12.

While boys represent 54% of the preschool population, they represent 79% of preschool children suspended once and 82% of preschool children suspended multiple times. Girls who are black, Native Hawaiian, or other Pacific Islander represent a larger percentage (30% or more) of out-of-school suspensions within their racial or ethnic group than girls within other racial or ethnic groups.

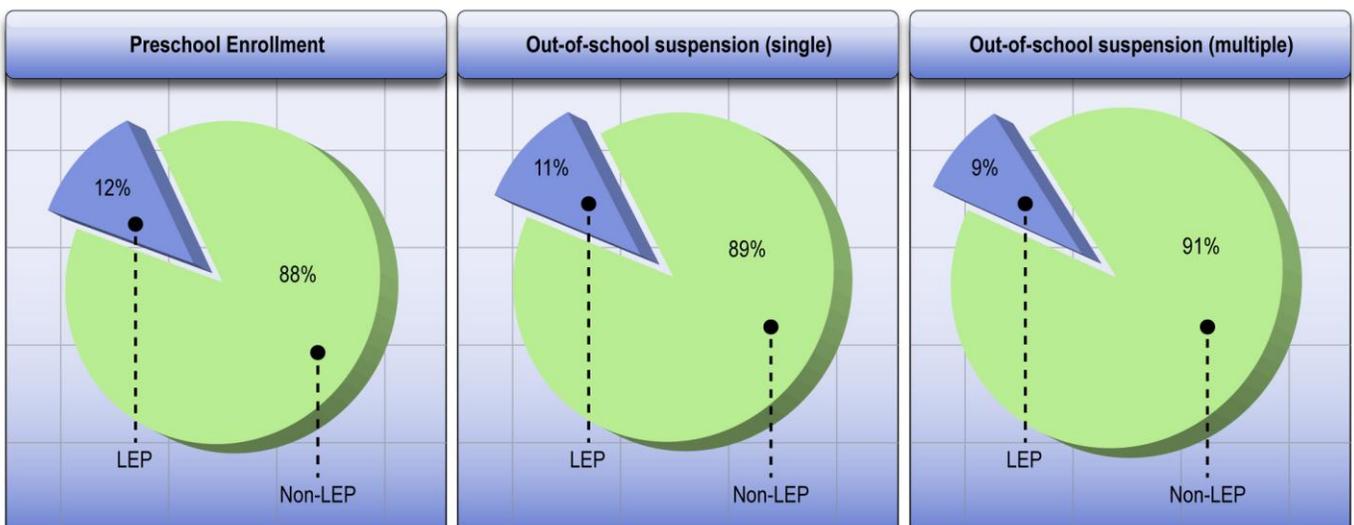
CRDC data suggest that our nation’s preschools are not disproportionately suspending preschool students with disabilities or English learners. Students with disabilities (students served by IDEA) represent 22% of preschool enrollment, 19% of the students suspended once, and 17% of the students suspended more than once.



NOTE: Preschool suspensions were collected for the first time in the 2011–12 CRDC. Detail may not sum to 100% due to rounding. Figure represents 99% of schools with preschool students enrolled.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011–12.

English learners (i.e., Limited English Proficient or “LEP” children) represent 12% of preschool children, 11% of students suspended once, and 9% of preschool students suspended more than once.

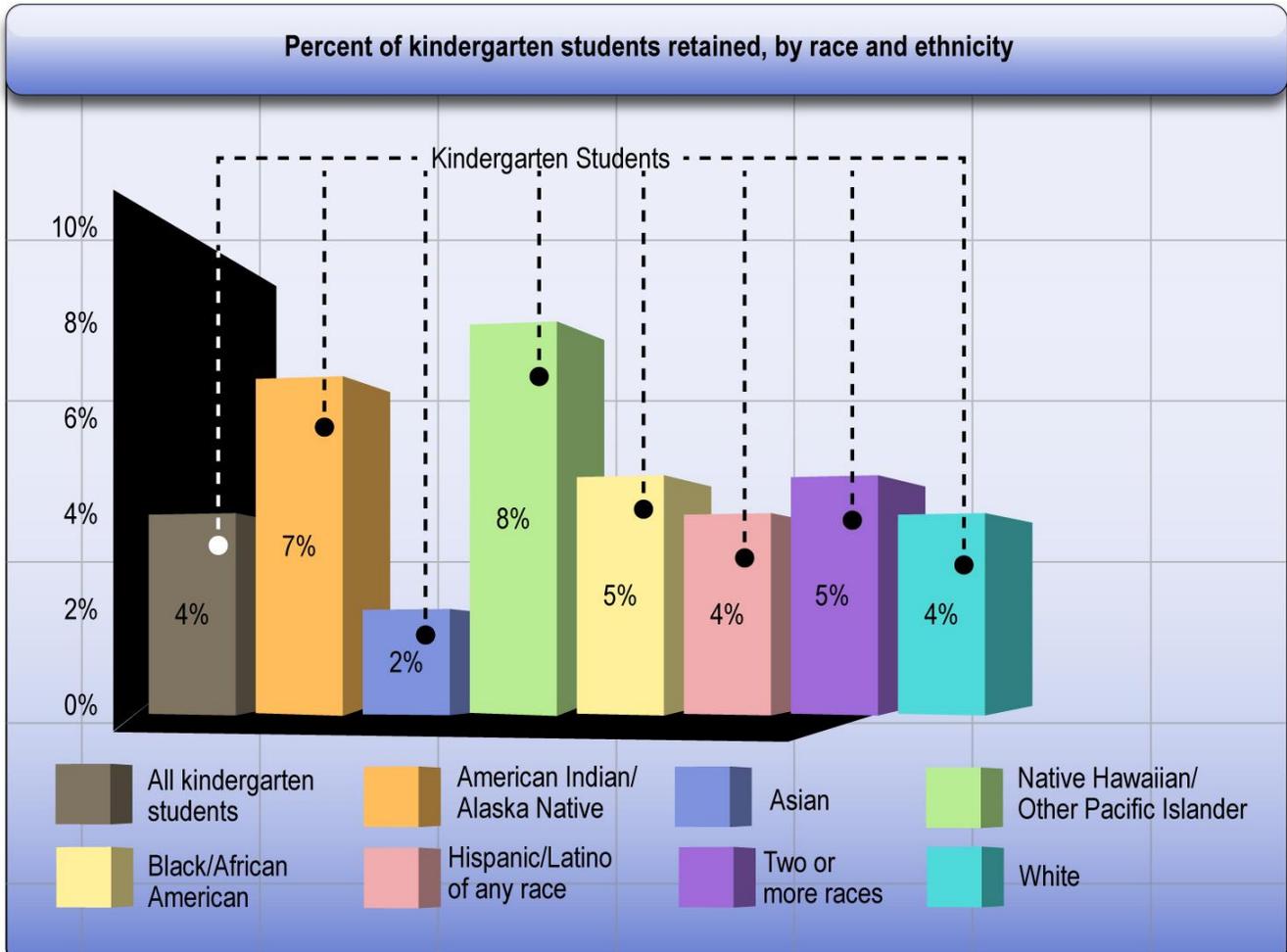


NOTE: Preschool suspensions were collected for the first time in the 2011–12 CRDC. Detail may not sum to 100% due to rounding. Figure represents 99% of schools with preschool students enrolled.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011–12.

Kindergarten retention

More than 140,000 kindergarten students nationwide were held back a year in 2011–12, representing about 4% of all kindergarten students in public schools. Native Hawaiian, other Pacific Islander, American Indian, and Native Alaskan students are held back a year at nearly twice the rate of white children.



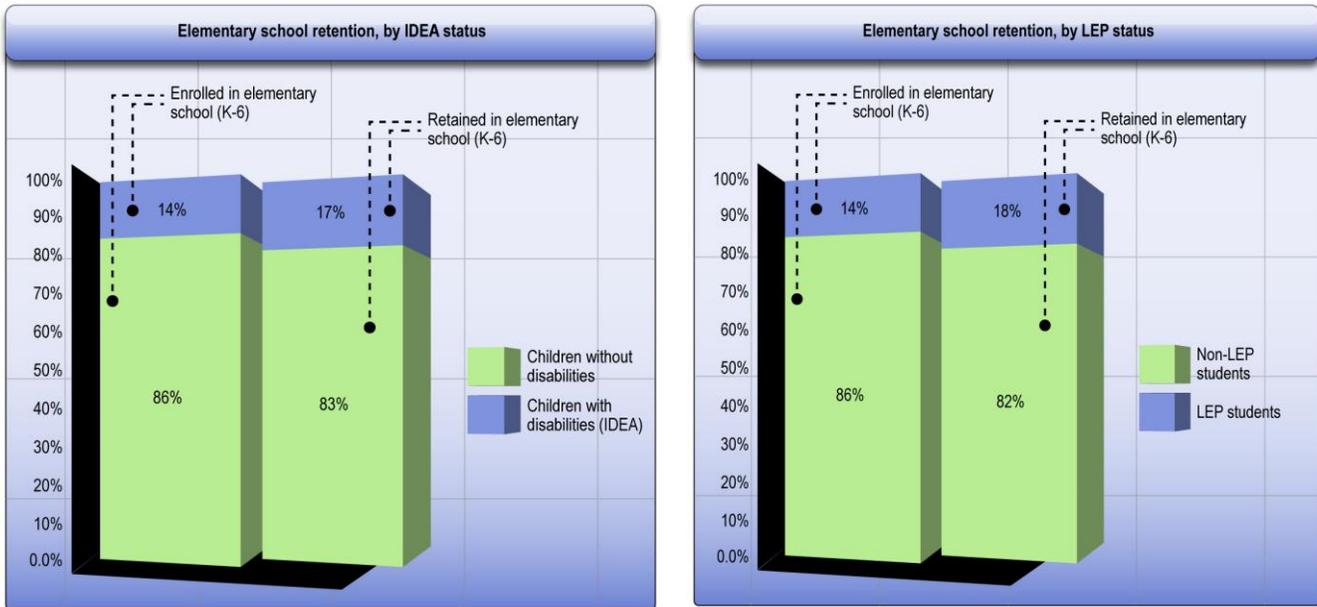
NOTE: Data in this figure represent 98.5% of schools in the CRDC universe that were matched to the National Center for Education Statistics Common Core of Data grade-level enrollment data. Approximately 3.5 million kindergarten students are represented, including 39,000 students who are American Indian/Alaska Native; 150,000 students who are Asian; and 14,000 students who are Native Hawaiian/Other Pacific Islander.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011–12; the National Center for Education Statistics Common Core of Data, “Public Elementary/Secondary School Universe Survey,” 2011–12.

Boys represent 52% of kindergarten students and 61% of the kindergarten students retained. For each race or ethnicity, more boys are retained in kindergarten than girls. Ten percent (10%) of Native Hawaiian and other Pacific Islander boys are retained in kindergarten.

Elementary school retention, by disability and English learner status

More than 450,000 elementary school students were held back a year in 2011–12, representing about 2% of all elementary school students. Nationwide, students with disabilities served by IDEA represent 14% of students enrolled and 17% of students retained in elementary schools. English learners represent 14% of students enrolled and 18% of students retained in elementary schools.



NOTE: Figures represent 99% of the elementary schools in the CRDC; reflecting 22 million elementary school students and the 450,000 elementary school students retained. Elementary school is defined as schools with the highest grade of 6.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011–12.

EARLY CHILDHOOD EDUCATION: STATE-BY-STATE

For the first time since 2000, the 2011–12 CRDC included every public school and district in the nation, allowing more accurate depictions of statewide trends and inter-state disparities. The following tables provide state-level data on indicators related to preschool access and enrollment of English learners and students with disabilities. Here are select highlights:

Preschool Access

- **States with the highest percentage of school districts operating preschool programs:** Hawaii (100%),¹ Tennessee (98%), West Virginia (98%), Oklahoma (96%), and Kentucky (94%)
- **States with the lowest percentage of school districts operating preschool programs:** Oregon (14%), Wyoming (15%), Pennsylvania (16%), Montana (22%), and Arizona (29%)
- **States (and D.C.) with the highest percentage of school districts offering full-day preschool programs only:** Arkansas (97%), District of Columbia (97%), Louisiana (95%), North Carolina (91%), and Georgia (83%)
- **States with the lowest percentage of school districts offering full-day preschool programs only or both full-day and part-day preschool programs:** Oregon (0% for full-day; 11% for both), Idaho (4% for full-day; 4% for both), Alaska (6% for full-day; 9% for both), Nevada (7% for full-day; 7% for both), and Illinois (7% for full-day; 8% for both)
- **States with the highest percentage of public preschool children with disabilities:** Nevada (84%), Delaware (66%), Idaho (59%), Montana (54%), and Oregon (52%)
- **States with the highest percentage of public preschool English learners:** Texas (36%), Illinois (19%), Florida (18%), California (15%), and Oregon (15%)

Kindergarten Retention

- **States with the highest kindergarten retention rates include:** Arkansas (12%); Hawaii (12%)¹; and Mississippi (8%)
- **States with the greatest gap between two different student racial/ethnic groups in kindergarten retention rates:** District of Columbia (32 percentage point gap between American Indian/Alaska Native students and their white peers); Wyoming (29 percentage point gap between Native Hawaiian/Other Pacific Islander students and their white peers); Maryland (25 percentage point gap between Native Hawaiian/Other Pacific Islander students and their white peers); and North Dakota (23 percentage point gap between Native Hawaiian/Other Pacific Islander students and their white peers)

¹ Hawaii represents one school district.

Table 1. Percent of school districts operating preschool programs, by type of program and state: 2011-12

State	Percent of districts operating preschool programs	Of the districts operating preschool programs, what percent offer full-day only?	Of the districts operating preschool programs, what percent offer part-day only?	Of the districts operating preschool programs, what percent offer both full-day and part-day?
<i>UNITED STATES</i>	60%	30%	57%	13%
Alabama	62%	70%	19%	11%
Alaska	65%	6%	85%	9%
Arizona	29%	16%	73%	10%
Arkansas	60%	97%	2%	1%
California	36%	13%	68%	19%
Colorado	82%	13%	65%	22%
Connecticut	82%	14%	56%	29%
Delaware	37%	13%	56%	31%
District of Columbia ¹	64%	97%	0%	3%
Florida	89%	53%	3%	44%
Georgia	91%	83%	4%	12%
Hawaii ²	100%	0%	0%	100%
Idaho	65%	4%	91%	4%
Illinois	71%	7%	85%	8%
Indiana	54%	6%	80%	15%
Iowa	90%	23%	62%	15%
Kansas	87%	6%	81%	13%
Kentucky	94%	35%	61%	4%
Louisiana	72%	95%	0%	5%
Maine	59%	20%	77%	3%
Maryland	93%	15%	50%	35%
Massachusetts	68%	7%	50%	44%
Michigan	55%	21%	61%	18%
Minnesota	69%	20%	67%	13%
Mississippi	56%	82%	17%	1%
Missouri	77%	34%	55%	11%
Montana	22%	15%	83%	2%
North Carolina	51%	91%	3%	6%
North Dakota	47%	26%	73%	1%

State	Percent of districts operating preschool programs	Of the districts operating preschool programs, what percent offer full-day only?	Of the districts operating preschool programs, what percent offer part-day only?	Of the districts operating preschool programs, what percent offer both full-day and part-day?
UNITED STATES	60%	30%	57%	13%
Nebraska	69%	11%	83%	6%
Nevada	75%	7%	87%	7%
New Hampshire	54%	1%	89%	10%
New Jersey	71%	23%	51%	26%
New Mexico	52%	25%	70%	5%
New York	50%	19%	69%	12%
Ohio	39%	18%	70%	12%
Oklahoma	96%	79%	15%	5%
Oregon	14%	0%	89%	11%
Pennsylvania	16%	48%	46%	6%
Rhode Island	64%	3%	69%	28%
South Carolina	91%	44%	18%	38%
South Dakota	65%	18%	79%	3%
Tennessee	98%	70%	21%	9%
Texas	85%	45%	47%	8%
Utah	34%	5%	85%	10%
Vermont	56%	11%	86%	3%
Virginia	81%	68%	14%	18%
Washington	78%	4%	86%	10%
West Virginia	98%	74%	6%	20%
Wisconsin	84%	17%	75%	7%
Wyoming	15%	38%	63%	0%

¹ District of Columbia represents 47 school districts, including the District of Columbia Public Schools, charter school districts, and juvenile justice facilities that act as separate school districts.

² Hawaii represents one school district.

NOTE: Across the nation, 23 school districts in 10 states reported offering preschool programs but did not provide complete information on the preschool program daily length (including Arizona, the District of Columbia, Idaho, Minnesota, North Carolina, New York, Ohio, Oklahoma, Pennsylvania, and Texas). These school districts are included in the column reporting the percent of school districts offering preschool, but excluded from the denominator when reporting the percent of school district offering full-day and/or part-day preschool.

SOURCE: U.S. Department of Education, Office for Civil Rights, *Civil Rights Data Collection, 2011-12*.

Table 2. Number of preschool children enrolled in district-operated public preschool programs, by disability (IDEA) and English learner (LEP) status and state: 2011-12

State	Preschool children enrolled in district-operated public preschool programs	% Served by IDEA	% LEP
UNITED STATES	1,427,947	22%	12%
Alabama	9,612	20%	2%
Alaska	3,110	33%	1%
Arizona	19,996	46%	2%
Arkansas	11,182	5%	2%
California	85,536	25%	15%
Colorado	31,902	22%	8%
Connecticut	18,122	25%	2%
Delaware	1,837	66%	1%
District of Columbia	10,665	7%	9%
Florida	57,286	29%	18%
Georgia	50,779	17%	1%
Hawaii	18,364	16%	12%
Idaho	3,711	59%	3%
Illinois	86,638	24%	19%
Indiana	16,061	45%	2%
Iowa	21,327	14%	1%
Kansas	18,293	31%	14%
Kentucky	32,378	30%	1%
Louisiana	31,260	12%	1%
Maine	4,466	5%	3%
Maryland	32,222	17%	9%
Massachusetts	31,472	31%	7%
Michigan	42,291	26%	4%
Minnesota	30,368	38%	4%
Mississippi	5,724	29%	2%
Missouri	32,358	28%	2%
Montana	1,186	54%	2%
Nebraska	12,510	34%	5%
North Carolina	25,078	20%	5%
North Dakota	2,175	50%	1%

State	Preschool children enrolled in district- operated public preschool programs	% Served by IDEA	% LEP
UNITED STATES	1,427,947	22%	12%
Nevada	5,052	84%	1%
New Hampshire	4,008	43%	3%
New Jersey	48,186	21%	6%
New Mexico	8,765	46%	4%
New York	56,540	7%	2%
Ohio	33,313	36%	2%
Oklahoma	46,010	11%	8%
Oregon	3,740	52%	15%
Pennsylvania	13,988	9%	1%
Rhode Island	2,161	47%	3%
South Carolina	32,548	12%	8%
South Dakota	4,002	31%	0.4%
Tennessee	29,598	19%	1%
Texas	249,609	10%	36%
Utah	12,495	49%	1%
Vermont	2,986	18%	1%
Virginia	35,466	28%	4%
Washington	19,623	43%	3%
West Virginia	16,879	15%	0.5%
Wisconsin	54,445	18%	3%
Wyoming	624	2%	1%

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12.

**Table 3. Percent of kindergarten students retained, by race and ethnicity and state:
2011-12**

State	All students	American Indian/ Alaska Native	Asian	Native Hawaiian/ Other Pacific Islander	Black/ African American	Hispanic/ Latino of any race	Two or more races	White
UNITED STATES	4%	7%	2%	8%	5%	4%	5%	4%
Alabama	6%	8%	5%	14%	5%	9%	9%	5%
Alaska	4%	6%	4%	8%	2%	4%	3%	3%
Arizona	3%	5%	2%	7%	4%	3%	3%	3%
Arkansas	12%	11%	13%	14%	26%	13%	11%	8%
California	3%	9%	2%	5%	5%	3%	4%	4%
Colorado	2%	5%	2%	4%	2%	2%	3%	2%
Connecticut	5%	12%	3%	16%	8%	8%	8%	3%
Delaware	3%	5%	2%	0%	4%	4%	3%	2%
District of Columbia	3%	33%	2%	0%	4%	4%	3%	1%
Florida	5%	9%	3%	4%	7%	5%	7%	4%
Georgia	6%	4%	3%	11%	5%	7%	8%	5%
Hawaii	12%	21%	7%	13%	11%	14%	12%	13%
Idaho	2%	3%	3%	3%	1%	3%	1%	1%
Illinois	2%	2%	1%	2%	2%	1%	3%	2%
Indiana	5%	5%	3%	0%	6%	6%	6%	4%
Iowa	2%	11%	2%	3%	3%	4%	3%	2%
Kansas	2%	4%	2%	0%	2%	3%	2%	2%
Kentucky	4%	8%	3%	5%	2%	5%	5%	4%
Louisiana	4%	3%	2%	0%	5%	4%	4%	4%
Maine	4%	5%	4%	14%	6%	5%	5%	4%
Maryland	2%	0%	2%	27%	3%	4%	2%	2%
Massachusetts	3%	5%	3%	8%	5%	5%	7%	2%
Michigan	7%	12%	5%	7%	6%	9%	11%	6%
Minnesota	2%	7%	1%	11%	4%	3%	2%	2%
Mississippi	8%	10%	7%	5%	8%	14%	1%	8%
Missouri	3%	5%	2%	6%	4%	4%	4%	3%
Montana	4%	6%	0.0%	6%	4%	6%	4%	4%
Nebraska	4%	9%	2%	19%	3%	4%	4%	3%

State	All students	American Indian/ Alaska Native	Asian	Native Hawaiian/ Other Pacific Islander	Black/ African American	Hispanic/ Latino of any race	Two or more races	White
UNITED STATES	4%	7%	2%	8%	5%	4%	5%	4%
North Carolina	5%	9%	3%	5%	6%	5%	6%	4%
North Dakota	5%	8%	14%	27%	13%	10%	3%	4%
Nevada	2%	3%	1%	2%	4%	2%	1%	2%
New Hampshire	3%	0%	1%	0%	5%	5%	0%	3%
New Jersey	3%	6%	1%	3%	5%	4%	5%	2%
New Mexico	4%	6%	2%	0%	5%	4%	3%	4%
New York	3%	4%	2%	4%	4%	3%	3%	2%
Ohio	4%	6%	5%	6%	7%	7%	7%	3%
Oklahoma	7%	9%	5%	8%	8%	8%	6%	7%
Oregon	2%	7%	1%	2%	2%	2%	2%	2%
Pennsylvania	2%	0.0%	1%	0%	3%	2%	2%	2%
Rhode Island	2%	16%	1%	0%	4%	3%	5%	1%
South Carolina	5%	6%	2%	3%	5%	5%	7%	4%
South Dakota	4%	12%	4%	0%	6%	7%	5%	3%
Tennessee	5%	3%	2%	15%	4%	5%	7%	5%
Texas	4%	6%	3%	8%	3%	4%	7%	5%
Utah	1%	1%	0.0%	1%	1%	1%	1%	1%
Vermont	3%	0%	2%	0%	6%	0%	1%	3%
Virginia	4%	4%	2%	4%	5%	5%	4%	3%
Washington	2%	6%	1%	4%	2%	3%	2%	2%
West Virginia	6%	0.0%	3%	0%	7%	7%	7%	6%
Wisconsin	2%	2%	2%	6%	3%	2%	2%	2%
Wyoming	5%	10%	4%	33%	17%	7%	3%	4%

NOTE: Data in this table represent 98.5% of schools in the CRDC universe that were matched to the National Center for Education Statistics Common Core of Data grade-level enrollment data. In nearly all states, the percent of schools reported as offering kindergarten on the CRDC and students enrolled in kindergarten for the Common Core of Data exceeded 95 percent. In four states, the match rate was slightly lower including Montana (91%), Alaska (92%), Minnesota (94%), and Wyoming (94%).

SOURCE: U.S. Department of Education, Office for Civil Rights, *Civil Rights Data Collection, 2011-12*; the NCES Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2011-12.

Data Notes and Methodology

Since 1968, the Civil Rights Data Collection (CRDC) has collected data on key education and civil rights issues from our nation's public schools for use by the U.S. Department of Education's (Department) Office for Civil Rights (OCR), other Department offices, other federal agencies, and by policymakers and researchers outside of the Department. The CRDC collects information about school characteristics and programs, services, and outcomes for students. Most student data are disaggregated by race/ethnicity, sex, limited English proficiency, and disability.

Schools and Districts

The CRDC has generally been collected biennially from school districts in each of the 50 states, plus the District of Columbia. The 2011–12 CRDC included all public schools and public school districts in the nation that serve students for at least 50% of the school day. The CRDC also includes long-term secure juvenile justice agencies, schools for the blind and deaf, and alternative schools. The response rate for this large national collection was 98.4% of school districts and 99.2% of schools, representing 99.6 % of students in the nation.

Race and Ethnicity

For the 2011–12 CRDC, school districts reported data using the seven race and ethnicity categories (i.e., Hispanic/Latino, white, black/African American, Asian, Native Hawaiian/Other Pacific Islander, American Indian/Alaska Native, and Two or More Races). For more information on the Department's 2007 guidance regarding race and ethnicity categories, please visit:

<http://www2.ed.gov/policy/rschstat/guid/raceethnicity/index.html>.

Privacy Protection and Data Rounding

To ensure the protection of privacy while meeting the purposes of the CRDC, OCR conducted the analysis presented in this document on the privacy protected CRDC data. The CRDC data are privacy protected by rounding student counts in groups of three to prevent the disclosure of individual student information. For example, student counts from 1-3 are rounded to two, student counts from 4-6 are rounded to five.

In previous years, OCR has rounded CRDC data to the nearest five. However, in collaboration with the Department's Disclosure Review Board, OCR implemented a new rounding method for the 2011–12 CRDC to reveal true zeroes where possible and minimize the distortion of rounding. In general, for the 2011–12 CRDC data, the distortion of rounding one student to two would be balanced by the rounding down of three students to two. However, this new privacy protection method may inflate total counts for CRDC data elements in which there are prevalent cases of schools reporting only one student (e.g., one student retained is rounded to two students retained).

Limitations of CRDC Data

OCR strives to ensure CRDC data are an accurate and comprehensive depiction of student access to educational opportunities in school districts. The submission system includes a series of embedded edit checks to ensure significant data errors are corrected before the district submits its data. Additionally, each district is required to certify the accuracy of its submission. Only a district superintendent, or the superintendent's designee, may certify the CRDC submission. Ultimately, the quality of the CRDC data depends on accurate collection and reporting by the participating districts.

After reviewing the data, OCR is aware that inconsistencies may still remain in the data file. Users should be aware that outliers in the dataset may be a function of districts misreporting data. For example, outliers in the data on single-sex classes may be reporting the number of students enrolled in single-sex classes rather than the number of single-sex classes. In the analysis provided in this report, some schools and districts with potential reporting errors were excluded from the analysis. The number of schools included can be found in the notes section below each figure.

Early Childhood Education

CRDC Definitions:

Note: The 2011–12 CRDC survey used the term “prekindergarten,” defined in a manner to be consistent with the common understanding of the term “preschool”; within this document, OCR has substituted “preschool” for “prekindergarten.”

- *Preschool/Prekindergarten:* Preschool is a program for children younger than kindergarten age. For the purposes of the CRDC, preschool includes early childhood or preschool programs or services.
- *Full-day Preschool/Prekindergarten:* A full-day preschool program is a program in which a child attends school each weekday for approximately six hours or more.
- *Preschool/Prekindergarten Out-of-School Suspension:* Preschool out-of-school suspension is an instance in which a preschool child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). For children with disabilities, this includes both removals in which no individualized education plan (IEP) or individualized family service plan (IFSP) services are provided because the removal is 10 days or less, as well as removals in which the child continues to receive services according to his/her IEP or IFSP.

Percent of School Districts Operating Preschool/Prekindergarten Programs: The CRDC collects information about whether a school district operates a preschool program. This does not include private preschool programs or preschool program not run by, or on behalf of, the school district. Additionally, some school districts are organized by elementary and secondary schools. Therefore, OCR would not expect all school districts to offer preschool programs.

Preschool/Prekindergarten Program Daily Length: The CRDC collects information on the daily length of preschool programs operated by the school district. Some school districts offer both part-day and full-day preschool programs. A few school districts were excluded from this analysis due to possible reporting errors, such as reporting preschool programs but no students enrolled in those programs, or mistakenly reporting not operating a preschool program but also reporting offering a part-day preschool program.

Preschool/Prekindergarten Eligibility: The CRDC collects information on whether the preschool services are provided to all children within the district or targeted groups of children. Of the preschool programs operated by school districts, 55% of those programs provided services to all children in the districts. The remaining 45% of the programs offered services to one or more groups of children.

Preschool/Prekindergarten Discipline: The 2011–12 CRDC was the first ever collection of preschool suspension and expulsion data. Over 8,000 preschool students were reported as suspended at least once, out of more than 1 million preschool students enrolled. Because these data were collected for the first time, users should exercise caution when analyzing the data. Some schools reporting zeroes may have been unable to report complete suspension data. Additionally, a few schools reported more preschool students suspended than enrolled and were excluded from the analysis (1%). Finally, while the 2011–12 CRDC collected data on preschool expulsions, the national aggregate number is approximately 220. Since only a small number of schools reported preschool expulsions, this data is not included in this snapshot.

Kindergarten Retention: This analysis combines data from multiple sources. Approximately 98.5% of CRDC schools were matched to schools in the Common Core of Data (CCD). The CCD provides a rich set of grade-level enrollments that are not collected by the CRDC. A few schools reported offering kindergarten on the CRDC, but reported no kindergarten student enrollments on the CCD. These schools were excluded from the analysis. Additionally, a small number of schools reported retaining more kindergarten students on the CRDC than what was reported for kindergarten student enrollments on the CCD. These schools were also removed from the analysis.

Elementary Retention: The retention analysis for elementary schools compares the enrollment in elementary schools to the students retained in grades K-6. Elementary school was defined as the highest grade of 6. There were over 48,000 elementary schools meeting this criterion in the CRDC. A small number of schools reported retaining more elementary students enrolled than retained. These schools were removed from the analysis.

For more information about the CRDC, please visit: <http://www2.ed.gov/about/offices/list/ocr/data.html>.

About the CRDC

Since 1968, the Civil Rights Data Collection (CRDC), formerly the Elementary and Secondary School Survey, has collected data on key education and civil rights issues in our nation's public schools for use by the Department of Education's Office for Civil Rights (OCR) in its enforcement and monitoring efforts regarding schools' and districts' obligation to provide equal educational opportunity. The CRDC is also a tool for other Department offices and federal agencies, policymakers and researchers, educators and school officials, and the public to analyze student equity and opportunity trends locally and nationwide. The CRDC database, with hundreds of data elements, is fully accessible to the public. All data presented are self-reported by school districts. For more information about the CRDC, please visit: <http://ocrdata.ed.gov>.

About the 2011–12 Civil Rights Data Collection (CRDC)

- For the first time since 2000, includes data from *every* public school in the nation (approximately 16,500 school districts, 97,000 schools, and 49 million students)
- Includes traditional public schools (preschool through 12th grade), alternative schools, career and technical education schools, and charter schools
- Data for every public school disaggregated by race/ethnicity, English learner status, sex, and disability
- New for 2014: data for *all* schools now disaggregated by seven race and ethnicity categories, including Native-Hawaiian, Pacific Islander, and multiracial students
- Measures student access to college- and career-preparatory science and math courses, AP courses and tests, SAT/ACT tests, gifted and talented programs, IB programs, preschool programs, and interscholastic athletics
- Tracks teacher and resource equity, including teacher experience and salary levels, other personnel and non-personnel expenditures, and access to school counselors
- Reveals school climate disparities related to student discipline, restraint and seclusion, retention, and bullying and harassment

United States Department of Education

Arne Duncan, Secretary

Catherine E. Lhamon, Assistant Secretary for Civil Rights

Lyndon Baines Johnson
Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100

Telephone: 800-421-3481

FAX: 202-453-6012

TDD: 877-521-2172

Email: OCR@ed.gov

<http://www.ed.gov/ocr>

This page intentionally blank

EDUCATION WEEK

www.edweek.com

REPORT FROM APRIL 2012: Pre-K Suspension Data Shows Spotlight on Interventions

Pre-K Suspension Data Prompt Focus on Intervention

By Christina A. Samuels

New data showing that thousands of children—including a disproportionate number of boys and black children—are suspended from school before reaching kindergarten have researchers and policymakers asking tough questions about pre-K discipline, and highlighting programs that help keep challenging children in preschool.

The notion that preschool pupils even face suspension surprised some, including U.S. Secretary of Education Arne Duncan, who called the data "mind-boggling" at a press event March 21 where he rolled out comprehensive U.S. Department of Education data on a broad range of P-12 indicators, including discipline.

The Civil Rights Data Collection for the 2011-12 school year shows that more than 8,000 public preschoolers were suspended at least once, with black children and boys bearing the brunt of the discipline. Black youngsters make up about a fifth of all preschool pupils but close to half the children suspended more than once. Boys of all races represent 54 percent of the preschoolers included in the report but more than 80 percent of those suspended more than once.

The Education Department data do not offer any clues about the reasons behind the disparities. But other research has proposed a number of potential explanations, including teacher bias, classrooms with high numbers of children per teacher, and a higher likelihood of children in poverty showing aggressive or impulsive behavior. That same research also indicates that suspension and expulsion rates plunge when teachers feel competent about working with challenging young children and supporting their emotional development.

"If you have a preschool program and you expel the children who need it the most, you're sabotaging your rate of return," said Walter S. Gilliam, a Yale University associate professor of psychology who has conducted research on preschool discipline. "No child is more in need of a school-readiness-boosting preschool experience than a child who is being expelled or suspended from a preschool."

The 2011-12 data collection is the first time the Education Department gathered information on preschool discipline. The report outlines a number of education disparities; for example, black children face more discipline and have less access to high-level

courses and experienced teachers. Thirteen percent of children with disabilities receive out-of-school suspensions, compared with 6 percent of those without disabilities. With the preschool statistics in mind, several agencies have created formal and informal programs that provide direct support to teachers and parents, with the hope of curbing dismissals.

For example, the 12-year-old Early Childhood Consultation Partnership in Connecticut provides licensed social workers to work directly with parents and providers in private or public settings, offering coaching and strategies for managing expectations and child behavior. The success of the Chicago School Readiness Project, a training program to help Head Start teachers support positive behavior, led to elements of the program being adopted in several of the city's Head Start centers.

The Arkansas Better Chance program, which serves about 25,000 children from low-income families, does not allow them to be permanently removed from the program without approval from state officials, and without a chance to direct more resources to that classroom.

"If we can't do this in early childhood, we have more serious problems in this country than we realize," said Tonya Williams, the director of Arkansas' child-care and early-childhood-education division. "I cannot think of any case—and I've seen some really extreme cases—where I thought [removal] was warranted permanently. In my mind, we might as well send them on over to the prison," she said.

Other Research

The federal Education Department offered caveats about overinterpreting its numbers. The chances of mistakes are higher when districts are asked a question for the first time, the department said.

The data collection also only accounts for preschoolers who are in programs based in public schools. The universe of other settings for young children, such as private providers who have state-funded slots for preschoolers, is not a part of the statistics. The department also collected data on about 220 expulsions nationwide, but it did not offer further analysis on those numbers because the expulsions came from such a small number of schools.

However, the general tenor of the findings—preschools meting out harsher discipline for black children and for boys—matches the research conducted by Mr. Gilliam, the director of Yale's Edward Zigler Center in Child Development and Social Policy.

In 2005, he surveyed a sample of 4,000 state-funded preschools, looking at expulsions, rather than the Office for Civil Rights' focus on suspensions. He found that

preschoolers were expelled at three times the rate of students in K-12 settings. Such a process, though, was rarely called "expulsion" by school personnel, he said. Instead, families were often just told that a preschool was not the right fit and that they should look elsewhere.

Mr. Gilliam's findings delved into demographics as well as classroom structure.

Four-year-olds were expelled at a rate about 1.5 times greater than 3-year-olds. Boys were expelled at a rate more than 4.5 times that of girls. African-Americans were about twice as likely to be expelled as Latino and white children, and more than five times as likely to be expelled as Asian-American children.

In his research, large class sizes and long preschool days also correlated with higher rates of expulsion, as were classrooms that reported frequent use of flashcards and worksheets and less time in the day devoted to make-believe play. The more children per teacher, and the longer the preschool day, the more likely a teacher would resort to expulsion. Teachers who reported a high degree of job stress tended to resort to expulsions more so than other teachers.

Teachers' Role

Mr. Gilliam said his research found that expulsions had more to do with a teacher's perceived capacity to handle the problem than a child's behavior. He supports consultation models like the program in Connecticut, which intentionally brings together all the adults in a child's life.

"I've seen a lot of kids expelled or suspended. I've never seen an expulsion or suspension where the teachers and parents knew and liked each other," he said. The empathy "doesn't necessarily solve the problem, but it can buy you time to fix the problem."

Elizabeth M. Perry, a social worker who works with centers in southwestern Connecticut, says she has been called in to assist when children have been having major and frequent tantrums, hurting other children in the classroom, or acting out aggressively. Her first step is to bring in the parents and the teachers to talk about expectations. She also observes the child in the classroom and in the home before developing a short action plan for parents and teachers to follow.

The advice may include offering lessons in "feeling words" to the whole class, so that children can express themselves without outbursts, or creating a "cozy corner" where children can retreat if they're feeling angry or overwhelmed.

She often encourages teachers to connect with pupils when they're behaving well, rather than to react to disruptive behavior.

Ms. Perry said that removing a child entirely from preschool leaves him or her feeling like they've failed. "Then they start kindergarten without having honed social skills at all," she said.

Seeking Causes

Researchers as well as the Education Department hope that the numbers might provoke more conversation and a deeper look into the reasons behind the disparities. Biased adults, higher rates of disruptive behavior among children who live in stressful environments, even an introduction of academic content at younger ages—which may come with higher expectations for child behavior—need to be on the table for consideration, said Kyle Snow, the director of the Center for Applied Research at the National Association for the Education of Young Children in Washington.

"We have this disparity—what do we do with it now?" he said. "This becomes the kicking off of a dialogue."

Federal officials also are urging action.

"It is our belief that knowledge is power," said Catherine E. Lhamon, the assistant secretary for civil rights at the Education Department. "Our schools, our districts, our states, and our educational policy leaders should be thinking about what's in the data and whether it suggests if they should investigate any potential changes."

Those questions are increasingly important to grapple with as states and cities consider expanding their preschool programs, said C. Cybele Raver, who developed the coaching model in Chicago that helped teachers support the emotional and behavioral development of children in Head Start.

"Preschool teachers are fantastically and phenomenally hard-working, but get very little preservice and inservice training," said Ms. Raver, who is currently the vice provost of academic, faculty, and research affairs for New York University. What training they do get is around early literacy and math, she said.

"We obviously care deeply about remedying racial disparities in academics," Ms. Raver said. "What's important about this data is that it spurs us to care more about remedying racial disparities in kids' disruptive, and internalizing, behavior problems."

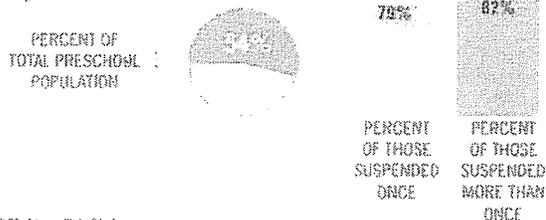
Coverage of school climate and student behavior and engagement is supported in part by grants from the Atlantic Philanthropies, the NoVo Foundation, the Raikes Foundation, and the California Endowment. Education Week retains sole editorial control over the content of this coverage.

DISCIPLINING PRESCHOOLERS

The 2011-12 Civil Rights Data Collection offers the first federal accounting of preschool suspensions. The self-reported information reflects disciplinary actions taken in 99 percent of public schools that have preschool children, representing more than 1 million nationally.

Nearly 5,000 preschoolers were suspended once, and more than 2,500 were suspended more than once.

Boys



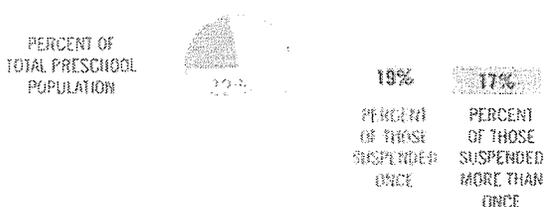
White Children



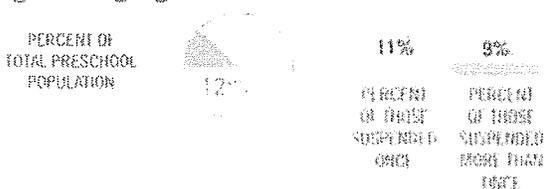
Black Children



Children With Disabilities



English-Language Learners



SOURCE: U.S. Department of Education, Office for Civil Rights

