



Agenda

December 9, 2015 ♦ 10:00 a.m. to Noon
 Hahn Hall of Administration ♦ Conference Room 743
 500 W. Temple Street ♦ Los Angeles

| Time | Agenda Item | Lead |
|-------|--|--|
| 10:00 | 1. Welcome and Introductions a. Comments from the Chair/Vice-chair b. Approval of October and November Minutes Action Item | Sharoni Little Chair Terry Ogawa Vice-Chair |
| 10:10 | 2. Legislative Update a. Update (recap) on Pending State Legislature | Michele Sartell |
| 10:25 | 3. Small Group Discussion a. What recommendations can the Roundtable make to impact these areas? <ul style="list-style-type: none"> ➤ My Brother's Keeper (MBK) Initiative ➤ Child Care and Development Block Grant (CCDBG) Funding ➤ Early Care and Education Programming: Preschool/Transitional Kindergarten/Head Start b. What actions can be taken to implement the proposed recommendations? c. Group Report Back | Sharoni Little Terry Ogawa |
| 11:45 | 4. Announcements and Public Comments | Members and Guests |
| 12:00 | 5. 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.

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Meeting Minutes for October 14, 2015

1. Call to Order and Announcements from the Chair

Chair Sharoni Little opened the meeting of the Policy Roundtable for Child Care and Development (Roundtable) at approximately 10:15 a.m. with self-introductions.

Vice-Chair Terry Ogawa welcomed another new member to the Roundtable.

- Mr. Dean Tagawa – Los Angeles Unified School District

Mr. Tagawa noted his excitement at being a member and looks forward to learning and sharing more about early care and education efforts. Mr. Tagawa also agreed to be the next member agency to present on the school district's early care and education efforts.

2. Approval of October 14, 2015 Minutes

Dr. Robert Gilchick moved approval of the October 14th minutes and Mr. Boris Villacorta offered a second. The minutes were approved.

3. Office of Child Protection (OCP)

Ms. Fesia Davenport, Interim Director of the Office of Child Protection (OCP), discussed efforts to implement OCP's charge by the Board of Supervisors. Ms. Davenport noted that as her office has held community meetings and spoken with various stakeholders, they have come to believe that there are resources and solutions already in operation that could be scaled up to address some of the challenges the County faces in its responsibility to provide better child protective services. Some of the prevention and intervention efforts in place in the County provided either by County departments or community partners need to be institutionalized.

While there is definitely a desire to increase linkages to ensure services are provided optimally, there is the challenge that few are fully versed in the world of child protection and understand the wide variety of services available. This scenario increases the likelihood of neglect and abuse.

Ms. Davenport also noted the need for greater involvement of front line staff in the formation, planning and implementation of policies around child protection strategies. Oftentimes, new policies and procedures do not have their input or understanding. This dissonance is not productive for strengthening environments that reduce neglect and abuse.

Dr. Sam Chan suggested the need for systems navigators to help parents and families best utilize the various networks in place.

Ms. Davenport remarked that additional convenings have been held for foster youth and relative caregivers. The focus of OCP remains to lead efforts related to prevention, safety, permanency and well-being. A dual prevention approach is being developed to address these areas, focusing on community and institutions.



Phase I:

Identify zip codes with highest number of Department of Children and Family Services (DCFS) cases.

- Use the zip codes to determine which tracts are driving DCFS referrals.
 - Met with parents in some of those zip codes and they noted that if they had a choice, they would prefer to have County services (particularly DFCS and Department of Public Services (DPSS)) provided to them at schools and libraries
 - Some consideration is also being given to the need for a lead prevention department in the County, possibly DPSS. Some department needs to be responsible for developing efforts that target and hopefully reduce the underlying circumstances often identified in abuse and neglect cases.

Psychotropic Medications:

- Automate the current paper authorization system to better understand and determine the number of youth receiving medication and the need.
- Also need to provide more training to physicians around the prescription needs of foster and probation youth. Children of color are disproportionately prescribed psychotropic medications.
- Need to expand the Department of Mental Health (DMH) prescription unit that reviews prescriptions prior to them being filled. This unit has revised several prescriptions for individual children after reviewing the child's case file.

Ms. Davenport also noted that she is meeting with County departments to ensure that recommendations can be operationalized.

Ms. Davenport reiterated a role for the Roundtable in formulating how best to serve children's early care and education needs. OCP has not completed its work.

Dr. Gilchick inquired about the relationship between the Inter-Agency Council on Child Abuse and Neglect (ICAN) and OCP. Ms. Davenport noted that she is aware of the work done by ICAN and understands the importance of having multiple eyes on this issue. She added that as a result of the new Chief Executive Office (CEO) structure, the role of all commissions is under reviewed. The completion of that review may shed more light on the possible relationship between ICAN and OCP.

Ms. Dora Jacildo asked if OCP is looking to partner with faith-based organizations (FBOs) and other community partners. Ms. Davenport noted a partnership with the Southern California Grantmakers to work with FBOs to expand infrastructure. The partnership should assist with OCP's desire to work with FBOs and other community partners.

Ms. Ogawa inquired about the Education Coordinating Council (ECC) and how it would be integrated into OCP efforts. Ms. Davenport replied that they are close to identifying an executive director of ECC and should have that individual in place by the end of the month.

Dr. Little challenged the Roundtable members to collectively think about how OCP's efforts might be furthered by Roundtable.

4. Los Angeles County's My Brother's Keeper (MBK) Initiative

Mr. Vincent Holmes, interim staff to the Roundtable, provided an update on efforts to produce an MBK report to the Board of Supervisors. Mr. Holmes noted the following actions:

- The Board of Supervisors adopted the President's MBK Challenge and directed the CEO to create a MBK Work Group.
- The MBK Challenge included the convening of an action summit to develop recommendations that increase opportunities for boys and men of color.
- The MBK Work Group – comprised of representatives from County departments, First 5 LA, Los Angeles Universal Preschool (LAUP) and the Los Angeles Housing Authority – met for several months. The meetings culminated in the convening of a day-long summit where attendees helped develop recommendations to go to the Board of Supervisors.
- The input produced from the summit is being refined into a report that will go to the Board of Supervisors shortly.

Mr. Holmes noted he will share recommendations once public with the Roundtable. He added that several of the recommendations include early care and education issues and that there would definitely be a role for the Roundtable to play in further refining those recommendations.

5. Roundtable Member Presentation

Dr. Gilchick provided attendees with a review of early care and education programming by the Department of Public Health (DPH). Dr. Gilchick noted that DPH has three major categories of programming directed to early care and education as follows:

- i. Maternal, Child and Adolescent Health Programs
- ii. Emergency Preparedness and Response Program
- iii. Children's Medical Services (Child Health and Disability Prevention Program)

The Maternal, Child and Adolescent Health Program is comprised of several programs aimed at improving health and life outcomes for children and youth. One program, Early Childhood Obesity Prevention Initiative (ECOPI), seeks to reduce and curb the prevalence of obesity among children in early care and education programs. ECOPI works with early educators to put into practice nutrition and physical activity policies that promote good nutrition and active play. The program has trained over 4,200 early educators/providers.

Dr. Gilchick commented on the Los Angeles Mommy and Baby (LAMB) Survey. This survey of mothers, before, during and shortly after pregnancy provides a rich look into family frameworks and early care and education issues. LAMB also re-interviewed some mothers when their baby turned two years old. Some of preliminary results of the survey indicated that:

- Nearly half (49 percent) of mothers or family members had read to their toddlers four to seven days during the past week.
- About 94 percent of mothers took their toddlers on some kind of outing, such as to a park, playground, library or other children's program or activity at least once during the past week.

Dr. Gilchick also noted DPH's Child Health and Disability Prevention (CHDP) Program, which provides free health check-ups, including developmental screenings. The program is open to

low income families – children birth to 19 years old. There are no documentation or residency requirements.

Dr. Gilchick stated that the DPH is looking into implementing other interventions, such as:

- Increased promotion of breastfeeding in child care
- Prioritizing oral health among preschool age children
- Increased screenings for asthma in child care settings
- Possible opportunity to partner with the State certification board to better resolve complaints that DPH may receive about child care facilities

6. Legislative Update

Mr. Holmes provided the Roundtable with a brief report on legislative actions given the absence of Ms. Michele Sartell.

Mr. Holmes provided attendees with a copy of the letter sent to the County's Intergovernmental Relations and External Affairs unit, which outlines the legislative agenda for both the Roundtable and the Child Care Planning Committee. The agenda was previously approved by both bodies.

Among the highlights from the ast State legislative session:

- The Governor approved 12 bills and vetoed four. Of those vetoed, AB 74 (Calderon) would have required annual, unannounced inspections of child care and development facilities.
- Of those signed, SB 277 and SB 792 both impacted the requirements around immunization for both children and early educators.

Mr. Holmes also informed attendees of a possible state initiative that would provide funding to support early child and family support services. The initiative would be financed by a surcharge on real property. More information on this initiative will be brought to the Roundtable in coming months.

Ms. Keesha Woods noted that passage of AB 762 (Mullin), which creates an integrated license for centers with toddlers so that the toddler program could be extended to children between 18 months and three years of age. Ms. Woods offered to present more on this topic at a future Roundtable meeting.

7. Public Comment and Announcements

There was no public comment.

8. Call to Adjourn

The meeting adjourned at 12:05pm.

Members Attending:

Maria Calix, Second Supervisorial District

Sam Chan, Los Angeles County (LAC) Department of Mental Health

Fran Chasen, Southern California Association for the Education of Young Children

Jackie Majors, Child Care Alliance of Los Angeles
Karla Pleitez Howell, First Supervisorial District
Robert Gilchick, LAC Department of Public Health
Sharoni Little, Second Supervisorial District
Faith Parducho, LAC Department of Parks and Recreation
Nora Garcia-Rosales for Nurhan Pirim, LAC Department of Public Social Services
Jacquelyn McCroskey, Commission for Children and Families
Terri Nishumura, Fourth Supervisorial District
Terry Ogawa, Third Supervisorial District
Dora Jacildo, Fourth Supervisorial District
Sarah Soriano, Child Care Planning Committee
Steve Sturm for Jennifer Hottenroth, LAC Department of Children and Family Services
Boris Villacorta, First Supervisorial District
John Whitaker, Fifth Supervisorial District
Keesha Woods, Los Angeles County Office of Education (LACOE)

Guests Attending:

Tessa Charnofsky, First 5 LA
Tonya Burns, Children Today
Tamara Hunter, Commission for Children and Families
Cristina Alvarado, Child Care Alliance of Los Angeles
Loren Salen-Yuehl, Education Development Services
Debi Anderson, LACOE
Susan Richman, Independent Stakeholder
Ellen Cervantes, Child Care Resource Center
Nancy Sayre, University of California Los Angeles (UCLA)
Robert Beck, LAC Department of Public Social Services
Emily Williams, Second Supervisorial District

Staff:

Vincent Holmes

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Meeting Minutes for November 12, 2015

1. Call to Order and Announcements from the Chair

Chair Sharoni Little opened the meeting of the Policy Roundtable for Child Care and Development (Roundtable) at approximately 10:05 a.m. with self-introductions. Dr. Little thanked members for their attendance given the change in meeting dates.

Dr. Little noted that time has been set aside on the agenda to allow members to break into smaller groups to discuss in greater detail some of the items on today's agenda.

2. Approval of October 14, 2015 Minutes

The October minutes were not approved as there was not a quorum of members in attendance.

3. My Brother's Keeper (MBK) Initiative

Mr. Vincent Holmes provided attendees with copies of the Chief Executive Office (CEO) report to the Board of Supervisors regarding the My Brother's Keeper (MBK) Initiative. As discussed at last month's meeting, the Board of Supervisors accepted the President's MBK Challenge. The challenge calls for jurisdictions to hold an action summit and develop a set of recommendations that address inequities for boys and men of color. The County held its summit on September 10, 2015 with over 150 attendees at The California Endowment. The recommendations that came from the summit were refined and presented to the Board of Supervisors for their consideration. The CEO proposed two recommendations and 17 actionable strategies to the Board of Supervisors. Relevant to the Roundtable are several actionable strategies around early care and education. They are noted below:

- Convene planning sessions to develop strategies that create seamless transitions between early care and education programs, transitional kindergarten, and elementary school.
- Explore increasing or reallocating local funding to support additional child care subsidized slots.
- Explore the development of a countywide network of integrated services for young children and their families to help them access home visitation systems and navigate early care education programs.
- Explore increasing the availability of co-located County services at libraries and parks.

Mr. Holmes noted that there is an opportunity for the Roundtable to determine how it can assist in the development of actions that support these strategies. Mr. Holmes also noted that the report is now before the Board of Supervisors and the CEO will await instructions from the Board of Supervisors regarding how to move forward.



Ms. Renatta Cooper suggested the Roundtable consider looking into kindergarten expulsions as part of its MBK efforts.

Ms. Dora Jacildo noted the need for urgency stating that her first read of the report did not signal to her that there is an urgency to address the challenges facing boys and men of color. She hoped that as the Board of Supervisors took action, she would see quick movement.

Ms. Tess Charnofsky asked if there was a training component envisioned for teachers, schools, etc. Mr. Holmes replied that consideration was given regarding how best to address biases and trauma among educators and others. He referred the members to actionable items 11 and 15 that address the need for training.

Dr. Little thanked members for their interest in this subject and noted that time might not allow for small group discussions at this meeting. In the event that is the case, December's meeting would be devoted to small group discussions.

4. Reauthorization of the Federal Child Care and Development Block Grant

Ms. Charnofsky briefed members on the impact of the reauthorization of the federal Child Care and Development Block Grant (CCDBG) on California. She noted that California has a large and diverse number of young children, families and providers comprised of 6.5 million children ages birth to 12 and nearly 174,000 individuals in the child care industry. The Child Care Development Fund (CCDF) is the largest source of federal funding to states to increase availability, affordability and quality child care.

California's plan for CCDF funds needs to reflect several new components including promoting family engagement through outreach and consumer education, the recruitment and retention of qualified and effective early educators, equal access to high quality child care for low-income children, and ensuring grantee accountability.

Additionally, California will have to conduct pre-license and unannounced annual inspections for all licensed providers and an annual inspection for license-exempt providers. Ms. Charnofsky noted that subject matter experts throughout the state are advocating for inspections that resemble "visits" and that use a strength-based approach.

The State will be holding input sessions and accepting comments from the early care and education community. Senator Holly Mitchell will also be holding a hearing on December 8th to discuss the new CCDBG state requirements. Ms. Michele Sartell suggested the possibility of a joint letter from the Roundtable and the Child Care Planning Committee. Given the short turn around, it did not appear likely that a letter could be drafted.

Ms. Terry Ogawa asked if there might be a possibility of including homeless youth in some of the CCDBG funding proposals. Mr. Holmes noted that the County and City of Los Angeles are the recipients of a Performance Partnership Pilot (P3) grant that will increase the ability of both to work with dislocated youth. Homeless youth are part of the dislocated youth definition. The P3 Initiative also allows grantees to request waivers of federal regulations that inhibit the ability of local jurisdictions to work optimally with dislocated youth.

Ms. Jacildo asked if there had been a change in the language around child care to make it more child centered similar to Head Start. There is still the belief that child care is only about

assisting parents with work or school. Ms. Sartell replied that the messaging around CCDBG has been expanded to serve the dual purpose of supporting parents with child care issues as well as focusing on the optimal development of children.

Dr. Jacqueline McCroskey asked what agency might be responsible for the annual inspections. There was no consensus on which agency that might be.

5. California Transitional Kindergarten Stipend Program (CTKSP)

Ms. Cooper updated the Roundtable on the implementation of the CTKSP. The County received over \$3 million to increase the early childhood developmental skills of transitional kindergarten teachers. Ms. Cooper noted that the individual stipends are substantial and was needed to incentivize tenured teachers to participate in the program. Her goal is to enroll 200-300 individuals in the program. Ms. Cooper added that while recruiting teachers from the many school districts was a challenge, teachers she spoke with did recognize the need for the classes and did have a desire to increase their developmental skillset.

6. Roundtable Member Presentation

Mr. Dean Tagawa briefed the Roundtable on efforts by the Los Angeles Unified School District (LAUSD) to increase school readiness and life-long learning among children. LAUSD's Early Childhood Education Programs include:

- 86 Early Education Centers
- 4 Infant Care Centers at High Schools
- 89 California State Preschool Programs (CSPP) on elementary campuses
- 117 Expanded Transitional Kindergarten Programs (ETK)
- 141 School Readiness and Language Development Programs (SRLDP)

In total, LAUSD has nearly 30,000 children enrolled in its early education programs.

| EARLY EDUCATION TYPE | TOTAL ENROLLED |
|--|----------------|
| Early Education Centers (EEC) | 9,287 |
| California State Preschool Programs (CSPP) | 3,437 |
| Infant Care Centers (ICCs) | 50 |
| School Readiness and Language Development Programs | 5,851 |
| Expanded Transitional Kindergarten (ETK) | 2,326 |
| Transitional Kindergarten (TK) | 9,017 |
| Total Number of Students | 29,968 |

LAUSD's ETK Program will be replacing some of the district's SRLDP programs. LAUSD was also able use some of its Local Control Formula Funding (LCFF) to cover children who turned five after December 2nd but who were enrolled in an ETK Program in the preceding September. Upon turning five, their costs are covered through average daily attendance (ADA) funds.

Mr. Tagawa also noted that several of the programs are not at full capacity. Throughout the district, there are over 120,000 children who are eligible to participate. The district is increasing its outreach efforts and also expanding trainings (teacher and administrator) to ensure all are aware of the importance of early learning and its requirements on campuses. In addition,

LAUSD will be convening a conference of TK and early care and education teachers to discuss MBK related issues. The conference will occur in March 2016.

Mr. Michael Olenick commented that there are still challenges between pre-school programs and Head Start efforts. He has faced difficulties finding four year old children to enroll in his Head Start Programs. There is also concern around the recruiting habits of some teachers. The voluntary nature of pre-school and TK programs is not being fully explained to parents and possibly being communicated as mandatory. He added that the impact of ETK and TK are inconclusive so far. More time is needed to understand their potential life-long impact on learning. He further noted that while programs are moving to a 6-hour day program, there is a need for full-day care. The families using most subsidized early care and education programming, because of work demands, need programs that extend beyond the six hour school days.

7. Legislative Update

Due to time constraints, Ms. Sartell was asked to give the legislative report at the next meeting.

8. Public Comment and Announcements

There was no public comment.

9. Call to Adjourn

The meeting was adjourned at 12:10pm.

Members Attending:

Dean Tagawa, Los Angeles Unified School District/Early Education Division
Robert Gilchick, Los Angeles County Department of Public Health
Jennifer Hottenroth, Los Angeles County Department of Children and Family Services
Sharoni Little, Second Supervisorial District
Dawn Kurtz, Los Angeles Universal Preschool (LAUP)
Jacquelyn McCroskey, Commission for Children and Families
Terry Ogawa, Third Supervisorial District
Dora Jacildo, Fourth Supervisorial District
Sarah Soriano, Child Care Planning Committee
Boris Villacorta, First Supervisorial District
Debbi Anderson for Keesha Woods, Los Angeles County Office of Education (LACOE)

Guests Attending:

Aracely Estrada, Los Angeles County Department of Public Social Services
Carmen Gallardo, Los Angeles County Department of Public Social Services
Tessa Charnofsky, First 5 LA
Susan Hendricks Richman, Independent Stakeholder
Cristina Alvarado, Child Care Alliance of Los Angeles
Jesse Salazar, Pathways
Michael Olenick, Child Care Resource Center
Emily Williams, Second Supervisorial District

Staff:

Vincent Holmes

Michele Sartell

Renatta Cooper

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Child Care and Development Policy Framework for 2014-2016

Restore – Integrate – Improve

The first Child Care Policy Framework was adopted by the Board of Supervisors on January 6, 2009, just as California was sliding into a severe fiscal crisis and the country recognized it was in a recession. Over the next four years, funding for subsidized child care and development services in California was reduced by \$1.2 billion. This translated to a loss of nearly \$200,000,000 of subsidy dollars to low-income families in Los Angeles County. Also during this period, the number of licensed family child care homes in Los Angeles County declined by 14 percent, dropping from over 9,000 to 7,623, furthering limiting an inadequate supply of child care and development programs available to infants and toddlers.

Given this context, we are thankful for the strategic focus that the two previous Child Care Policy Frameworks have provided County departments and our community partners. Despite this period of serious budget reductions, Los Angeles County has made incremental progress to closing the gap between “what we know” and “what we do” that contributes to the overall well-being of young children, families and communities. There is, however, still much to do.

Momentum for Change Is Building

For the first time in many years, there is a sense of optimism and urgency that now is the time to improve and expand access to child care and development services. Consider the following facts:

- Economic conditions are improving in Los Angeles County, California and the country.
- Economist and Nobel Laureate James Heckman, Ph.D. has weighed in on early care and education, “We cannot afford to postpone investing in children until they become adults, nor can we wait until they reach school age - a time when it may be too late to intervene. Learning is a dynamic process and is more effective when it begins at a young age and continues through adulthood.”
- A report released by the Robert Wood Johnson Foundation in January 2014 identifies three goals to improve the health of the nation. The first goal calls for prioritizing investments in America’s youngest children and urges the creation of stronger quality standards for early childhood development programs, linking funding to program quality and guaranteeing access for all low-income children under five years old by 2025.
- The Los Angeles Area Chamber Commerce has identified early education as a priority issue, recognizing “that an investment in quality early education programs will increase achievement, reduce drop-out rates and create pathways for success throughout K-12 education. This type of investment will enhance educational outcomes and result in a knowledgeable workforce that will lead our nation’s economy.”
- On January 7, 2014, California Senate President pro Tem Darrell Steinberg introduced SB 837, *The Kindergarten Readiness Act of 2014*, which would make transitional kindergarten available to every four-year old child in California. Senator Carol Liu will be introducing a companion bill to expand and improve early care and education services available to children from birth through three years of age.

- The FY 2014 Omnibus Appropriation Bill arrived on the President's desk with bipartisan support and was signed by President Obama on January 17, 2014. This bill not only restored the reductions imposed by sequestration on Head Start, Early Head Start and the Child Care and Development Block Grant, but actually increased funding for these programs. In addition, it will support states and local communities in expanding high quality early learning for infants and toddlers through Early Head Start-Child Care Partnerships and fund Preschool Development Grants available to states on a competitive basis.
- Federal legislation, the *Strong Start for America's Children Act* (H.R. 3461 and S. 1697) has been introduced in Congress. This legislation would significantly expand access to high quality early care and education services.

Goals for 2014-2016

Given this momentum, the time to improve and expand child care and development services is now. We are aware that even with this momentum, the legislation cited above could dramatically change the child care and development sector in our county; that family, business, and operator interests in child care and development do not always align seamlessly; and that to achieve the changes needed in the child care and development sector will require vision, commitment, and hard work. The Child Care and Development Policy Framework for 2014 – 2016 is intended to focus County departments and community stakeholders on areas where a unified voice from Los Angeles County can best support the optimum development of our children, families, and communities. As such, the Child Care Policy Framework for 2014-2016 will focus on the following goals:

1. Restore and Expand Funding
2. Strengthen Policies on Eligibility and Access
3. Maximize Access to Available Services
4. Prioritize Quality Services
5. Expand Family and Community Engagement

GOAL 1 – RESTORE AND EXPAND FUNDING

Objective: Pursue the restoration and expansion of funding for subsidized child care and development and related services

A. How are we going to do it:

1. Working within the adopted Legislative Platform and with the Chief Executive Office - Intergovernmental Relations and External Affairs (CEO-IGEA), promote the restoration and expansion of federal and State funding for:
 - a. The full range of child care and development services for children from pre-natal through five years of age, with an emphasis on services for children birth to three, and
 - b. Increased on-site inspections of child care and development programs by the California Department of Social Services/Community Care Licensing Division (CDSS/CCLD).
2. Promote efficiencies that optimize the administration of subsidized child care and development services and afford families access to stable arrangements, including but not limited to the annual determination of eligibility and the elimination of parent fees for State Preschool.
3. Work with First 5 LA, First 5 California and other philanthropic sources to increase, coordinate, and integrate investments in child care and development. In this process, the critical need for additional services for infants and toddlers will be emphasized.

B. Benchmarks for success

1. CEO-IGEA, working in conjunction with the Policy Roundtable for Child Care and Development (Roundtable) and the Office of Child Care, will provide the Board of Supervisors with information on State and Federal proposals and their impact on local families and programs.
2. The Roundtable will work with local stakeholders to develop collaborative approaches to integrate and maximize available funding.
3. The Roundtable, in conjunction with the Child Care Planning Committee (Planning Committee), will promote the effective utilization of existing data to inform policy, practice and decision-making relating to the restoration, expansion, and geographic allocation of funding for subsidized child care and development services.

C. Our partners

- Board of Supervisors, County departments, business, philanthropy, education, families, child care and development, and community stakeholders.

GOAL 2 – STRENGTHEN POLICIES ON ELIGIBILITY AND ACCESS

Objective: Engage State and local partners to change eligibility policies and administrative guidelines that deter vulnerable families from accessing subsidized child care and development services.

A. How we are going to do it:

1. Working in conjunction with CEO-IGEA, engage the California Department of Education (CDE), CDSS/CCLD, First 5 California and First 5 LA in a dialogue regarding:
 - a. The impact of trauma on young children and the current definition of “at risk” as it applies to eligibility for subsidized child care and development services, and
 - b. The vulnerability of teen parents involved with the child protective services and juvenile justice systems as it impacts their ability to access subsidized child care and development services for their young children.

B. Benchmarks for success

1. By September 2014
 - a. Communication channels will be established with State agencies regarding the unique needs of children and families who have experienced trauma and the role of high quality child care and development services in promoting the optimal development of children strengthening families.
2. By January 2015
 - a. Policies and guidelines, or the interpretation of policies and guidelines, will be changed or clarified to facilitate access of vulnerable families to subsidized child care and development services.
 - b. The County Departments of Children and Family Services (DCFS), Public Social Services (DPSS), Probation and Mental Health (DMH) will work collaboratively with the Los Angeles County Office of Education (LACOE), local school districts and community-based organizations to ensure that eligible children and their families have access to needed health and social services.

C. Our partners

- CDSS, CDE, First 5 California, First Five Los Angeles, the Child Care Planning Committee, DCFS, DMH, Probation Department, DPSS, LACOE, Los Angeles Unified School District (LAUSD) and other local school districts, the Child Care Alliance of Los Angeles and community-based child development programs.

GOAL 3 – MAXIMIZE ACCESS TO AVAILABLE SERVICES

Objective: Facilitate access to subsidized child care and development and supportive family services by providing County departments working directly with families, access to information on vacancies in Early Head Start, Head Start, and CDE-contracted subsidized child care and development programs by developing an electronic vacancy tracking system.

A. How we are going to do it:

1. Coordinate a joint proposal to the Productivity Investment Fund (PIF) in partnership with DCFS, the Family Solution Centers and targeted child care and development programs. The purpose of this proposal will be to develop and pilot an electronic application to track vacancies in subsidized child care and development programs in order to increase the utilization of available funds.
2. Build on the experiences of the DCFS Foster Care Search Engine and the two-click system as well as the former Centralized Eligibility List. The intention is to develop an application where child care and development programs can easily report vacancies, Children’s Social Workers can access that information quickly, and a feedback loop provides information on children who are actually enrolled in and receive child care and development services.
3. Convene DMH, DCFS, the Department of Public Health (DPH), and other County partners to develop strategies for coordinating early childhood mental health consultation, family support and other services to support families and to build the capacity of child care and development program staff to promote young children’s healthy social-emotional development and address challenging behaviors.
4. Pursue additional funding to build and sustain the vacancy tracking system.

B. Benchmarks for success:

1. By July 2015
 - a. A collaborative application will be successful in securing funding.
 - b. A pilot project will be in place and initial evaluation data will be available.
2. By July 2016
 - a. The system will be used by the intended audiences including Children’s Social Workers and child care and development programs.
 - b. Data will be available to inform refinements and expansion beyond the pilot phase. The system will provide feedback information showing that children are actually enrolled in programs.

C. Our partners:

- Proposal development and pilot testing: DCFS, LACOE-Head Start, LAUSD, the Child Care Alliance of Los Angeles and Los Angeles Universal Preschool (LAUP).
- DMH, DPH and other County departments will provide consultation to program staff to ensure the successful participation of children and families in

GOAL 4 – PRIORITIZE QUALITY SERVICES

Objective: Support efforts to establish and sustain a single, validated child care quality rating and improvement system serving all of Los Angeles County.

A. How we are going to do it:

1. Promote parent awareness and use of current quality rating and improvement systems (QRIS). This includes promotion among County employees, clients and residents.
2. Monitor and support the Office of Child Care's expedited merging of the Steps to Excellence Program (STEP) into the Race to the Top – Early Learning Challenge (RTT-ELC) QRIS.
3. Analyze progress in aligning QRIS systems with the following functions:
 - Home visitation programs
 - Early identification and screening of all enrolled children
 - Reducing obesity in young children
 - Encouraging innovative approaches to aligning services, including support for continued pilot testing of LAUSD Saturday Clinics
4. Support efforts to increase on-site inspections of all child care and development programs by the CDSS/CCLD.

B. Benchmarks for success

1. By April 2015
 - a. STEP will be merged into the Office of Child Care administered RTT-ELC QRIS.
 - b. Child development centers and family child care homes will be participating in the Office of Child Care administered QRIS.
2. By April 2016
 - a. Los Angeles County will have a single, unified QRIS.
 - b. Parents will use the QRIS to make decisions when choosing child care and development services.
 - c. Participating programs will have demonstrated quality improvements.
 - d. Participating programs will be connecting families to ancillary service systems including behavioral health, public benefit programs and other services provided by County departments and community-based organizations.

C. Our Partners

1. Merging STEP and RTT-ELC: LAUP, First 5 LA, CDE, the Child Care Alliance of Los Angeles, UCLA- Center for Improving Child Care Quality
2. Alignment of QRIS to other service sectors: County departments and community-based agencies
3. Promotion of QRIS to families: County departments and community-based agencies.

GOAL 5 – EXPAND FAMILY AND COMMUNITY ENGAGEMENT

Objective: Engage a wide range of County departments, Commissions and community stakeholders as advocates for integrating child care and development services into efforts aimed at fostering the optimal development of children, strengthening families and promoting community well-being.

A. How we are going to do it:

1. Roundtable members will outreach to other affiliated Commissions and stakeholder groups focused on children, youth and families to share information on the benefits of high quality child care and development services and provide information on the local child care and development landscape.
2. Roundtable members will engage representatives of the commissions and stakeholder groups in discussions on:
 - a. Joint opportunities for cross-sector professional development and data linkages to facilitate the effective integration of services, and
 - b. Opportunities to create a technology infrastructure to provide families with information on child care and development options, parent support and education and other resources.

B. Benchmarks for success

1. By January 2015
 - Communication channels will be established among partners, using traditional and technology-based vehicles to share information.
2. By April 2016
 - Cross-departmental training and professional development opportunities will be available and participants will report increased competency in ensuring access to high-quality child care and development programs for vulnerable children and families.
3. By December 2016
 - The Roundtable, in collaboration with 211 LA County and community stakeholders, will report on how technology is connecting families with resources and supports throughout Los Angeles County.

C. Our Partners

- Roundtable members will engage the Child Care Planning Committee, First 5 LA, the Commission for Children and Families, the Probation Commission, and the Interagency Council on Child Abuse and Neglect and the regional Child Abuse and Neglect Councils.



December Small Group Discussions

Background

At the November Policy Roundtable for Child Care and Development (Roundtable) meeting, there were several presentations that touched upon areas of interest for members. The presentation topics were:

- My Brother's Keeper
- State Impact of Federal Reauthorization of the Child Care and Development Block Grant
- Early Care and Education Programming: Preschool/Transitional Kindergarten/Head Start

Time constraints did not allow for substantive small group engagements and the development of possible Roundtable responses. As a result, December's meeting will be largely dedicated to discussing how the Roundtable should respond to the issues raised in the November presentations. Below is a recap of each of the presentations.

My Brother's Keeper:

- A set of recommendations have been presented to the Board of Supervisors regarding actions they might take to increase opportunities for success for boys and men of color. Several of the recommendations directly impact the early care and education field. The recommendations are:
 - ✚ Convene planning sessions to develop strategies that create seamless transitions between early care and education programs, transitional kindergarten, and elementary school.
 - ✚ Explore increasing or reallocating local funding to support additional child care and development subsidized slots.
 - ✚ Explore the development of a countywide network of integrated services for young children and their families to help them access home visitation systems and navigate early care education programs.
 - ✚ Explore increasing the availability of co-located County services at Libraries and Parks.

State Impact of Federal Child Care and Development Block Grant (CCDBG)

- The reauthorization of CCDBG imposes new requirements on the State that will impact access, service delivery and quality. The requirements include:
 - ✚ Conducting pre-licensure and unannounced annual inspections for all regulated and licensed providers receiving CCDBG funds and one annual inspection for license-exempt providers.
 - ✚ Requiring all licensed and regulated child care providers and license-exempt providers receiving CCDBG funds to undergo comprehensive background checks to maintain employment.
 - ✚ Setting aside CCDBG funds for quality improvement activities – 4% in FY 2015; 7% in FY2016 and FY2017; 8% in FY 2018 and FY 2019; and 9% in FY2020 and each year thereafter.
 - ✚ Including family friendly provisions that ensure stable child care financial assistance and equal access.
 - Graduated phase-out when income is still below federal 85% of State Median Income (SMI) threshold
 - Three-month job search period, accounting for fluctuation of earnings
 - Twelve-month eligibility and family friendly redeterminations
 - ✚ Mandatory set-aside of quality improvement services to fund prescribed activities.
 - ✚ Developing a progression of professional development services designed to improve the skills and knowledge of the child care and development workforce.

ECE Programming: Preschool/Transitional Kindergarten (TK)/Head Start

- Early care and education programming is intended to place children on a path that maximizes their school readiness and creates opportunity for life-long learning. However, programs serve overlapping populations and are not governed uniformly. As a result, some challenges have been identified:
 - ✚ Appropriate identification of children and placement in ECE setting.
 - ✚ Inadequacy of six hour school days in meeting the employment realities of working families.
 - ✚ Teacher-student ratios in the various early care and education settings.

The December agenda identifies questions to guide groups in their discussions.

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Small Group Discussions • December 9, 2015

Please note your group's suggestion(s) for Roundtable action for each of the topical areas noted below:

Child Care and Development Block Grant (CCDBG) Funding

1. What recommendations can the Policy Roundtable take to impact this area?

2. What actions can be taken to implement the proposed recommendation(s)?

3. What is the suggested timeline for implementing recommendation(s)?

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EXECUTIVE SUMMARY

DECEMBER 2015

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

The Impact of Transitional Kindergarten on Kindergarten Readiness

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

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

Transitional Kindergarten in California

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

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

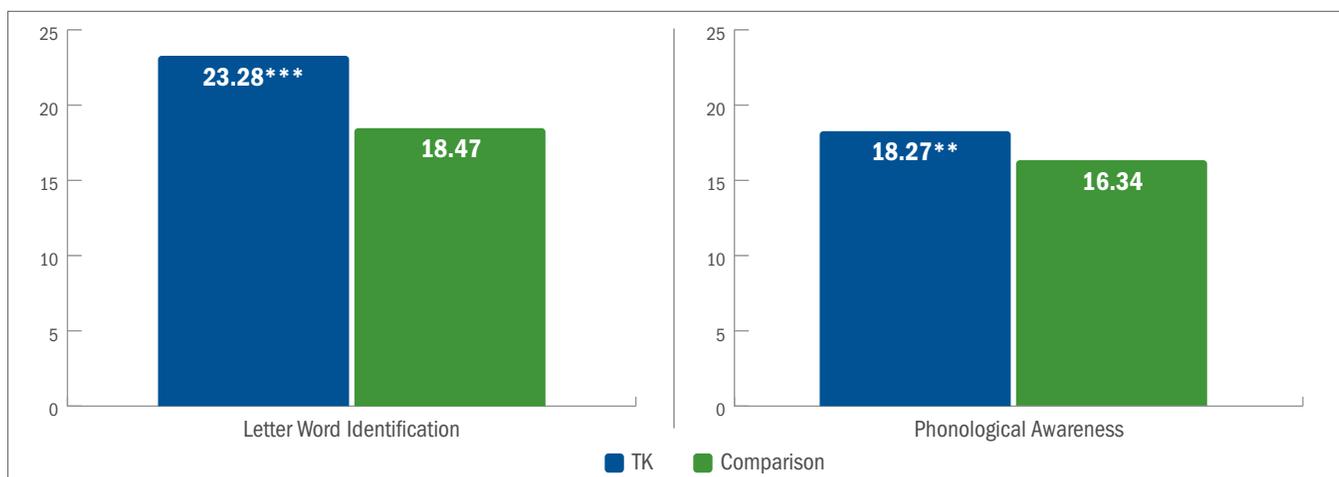
Highlights from the study are presented in this summary; additional detail can be found in the [full report](#). Additional reports presenting the impact of TK on student outcomes at the end of kindergarten, the benefits of TK for particular groups of students (such as English learners), and the characteristics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

TK Improves Preliteracy and Literacy Skills

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

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

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



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

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

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

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

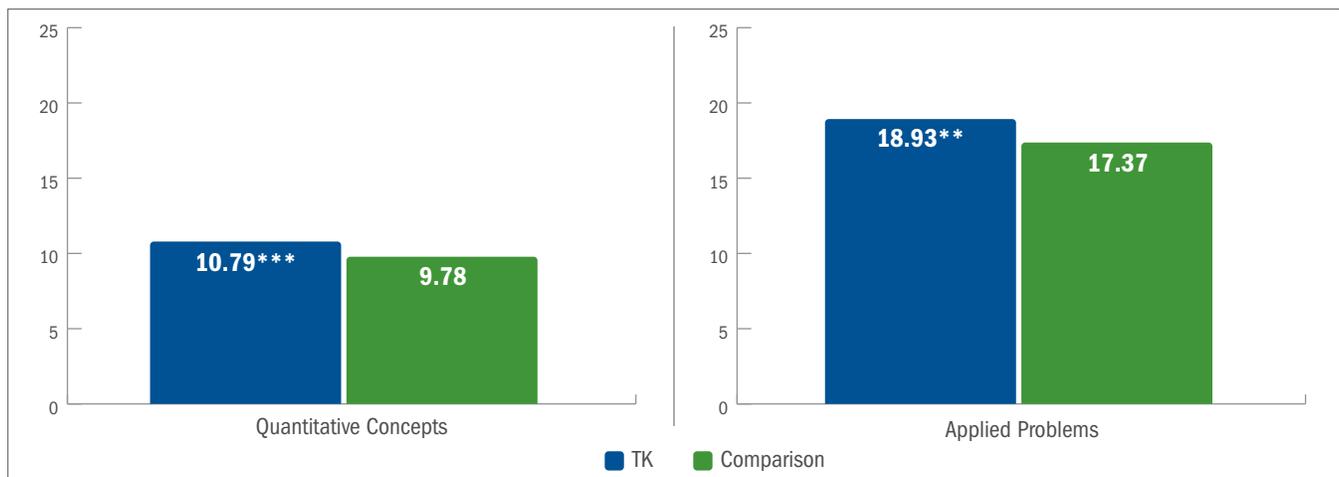
³ Wasik, B. A. (2010). What teachers can do to promote preschoolers' vocabulary development: Strategies from an effective language and literacy professional development coaching model. *Reading Teacher*, 63(8), 621–633.

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

TK Improves Students' Mathematical Knowledge and Problem-Solving Skills

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

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



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

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

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

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

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

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

Conclusions and Next Steps

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

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

Study Approach

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

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

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

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

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About AIR

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

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



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