



**Policy Roundtable for Child Care**  
**Wednesday, December 12, 2012**  
**10:00 a.m. – Noon**  
**Conference Room 743**  
**Kenneth Hahn Hall of Administration**  
**500 W. Temple Street, Los Angeles**



**Meeting Agenda**

- |       |      |  |   |
|-------|------|--|---|
| 10:00 | I.   | Welcome and Introductions                                  | Dora Jacildo<br>Vice Chair                                |
|       | A.   | Comments from the Vice Chair                               |   |
|       | B.   | Review Minutes from November 14, 2012 Meeting              | <i>Action<br/>Item</i>                                    |
| 10:15 | II.  | Transitional Kindergarten (TK) in Los Angeles County       |   |
|       | A.   | Overview of TK   | Araceli Sandoval<br>Preschool CA                          |
|       | B.   | Long Beach Unified School District (LBUSD)                 | Yvette Streeter<br>LBUSD                                  |
|       | C.   | Los Angeles Unified School District (LAUSD)                | Maureen Diekmann<br>LAUSD                                 |
|       | D.   | Support for TK Implementation                              | Judy Sanchez<br>Los Angeles County<br>Office of Education |
| 11:15 | III. | Understanding the Federal Budget Process                   | Mark Tajima, IGEA   |
|       | A.   | Implications of Sequestration for Early Care and Education | Adam Sonenshein<br>Michele Sartell                        |
|       | B.   | Child Development Block Grant                              |   |
|       | C.   | Head Start & Early Head Start                              |   |
| 11:45 | IV.  | Announcements and Public Comment                           | Members and Guests  |
| 12:00 | V.   | Call to Adjourn  | Dora Jacildo  |

**Mission Statement**

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

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## Policy Roundtable for Child Care

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Phone: (213) 974-4103 • Fax: (213) 217-5106 • [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov)

### **MEETING MINUTES**

**November 14, 2012**  
**10:00 a.m. – 12:00 p.m.**  
**Conference Room 743**  
**Kenneth Hahn Hall of Administration**  
**500 West Temple Street**  
**Los Angeles, California**

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#### **I. WELCOME AND INTRODUCTIONS**

Ms. Dora Jacildo, Vice Chair of the Policy Roundtable for Child Care (Roundtable), opened the meeting at 10:04 a.m. Members and guests introduced themselves.

##### **A. Comments from the Vice Chair**

- Ms. Jacildo acknowledged the absence of Dr. Jacquelyn McCroskey and Ms. Kathy Malaske-Samu from the November and December meetings. Dr. McCroskey is traveling over the next couple of months and Ms. Malaske-Samu has taken family leave time to be with her family in support of her father whose health is ailing.
- Ms. Jacildo noted that the discussion and approval of changes to the ordinance will be postponed to the February meeting to allow for full vetting of the proposed changes.
- Ms. Jacildo referred members and guests to their meeting packets for a copy of a letter sent to Ms. Kim Belshé, the incoming Executive Director of First 5 LA, inviting her to present her vision for the future of the organization, goals for promoting the overall well-being of young children and their families, and how the organizations represented by Ex Officio Commissioners can work most productively with her to support the children and families throughout the County.

##### **B. Review of Meeting Minutes – October 10, 2012**

*Ms. Nina Sorkin entered a motion to approve the minutes; Ms. Terri Nishimura seconded the motion. The motion passed unanimously.*

#### **II. ELECTION RESULTS**

Mr. Adam Sonenshein reported that the election results at the federal level maintain the current composition of both the Senate and the House of Representatives and President Barak Obama was reelected for another four years. On the top of the agenda are the automatic spending cuts to defense and non-defense discretionary programs effective January 1, 2013 created by the Budget Control Act of 2011 if the legislature fails to act. The spending cuts would have devastating effects on federal funding for early care and education. Mr. Sonenshein referred members to the sections of Senator Harkins report on the impact of sequestration that was

distributed at the last meeting (the document is part of the October meeting materials posted on the Office of Child Care website at [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov)). Congress is expected to deliberate the pending budget cuts at the same time it grapples with the anticipated expiration of the tax cuts. A fuller report and update on this item as well as the President's proposals to enhance the funding requirements under the Child Care and Development Block Grant will be provided on behalf of the Joint Committee on Legislation at the December meeting.

On the other hand, at the State level the Democrats seem to have secured a supermajority with 27 seats in the 40-member Senate and 54 seats in the 80-member Assembly. Mr. Sonenshein explained that a supermajority allows the Democrats to push for budget solutions that include proposed revenue streams such as increased taxes rather than agreeing to a cuts-only budget and chances to override vetoes by the Governor. According to a recent article in the Sacramento Bee, Governor Brown is considering a more measured approach to addressing the budget under the existing fiscal climate and appears committed to his priorities that include changes to the state education funding formula, a massive water project and high-speed rail. As such, it seems that the first step will not be adding new taxes or revenue in the near future. Furthermore, news is the Governor wants decisions relating to tax increases to go directly to the voters.

Mr. Sonenshein continued by reporting on the results of the ballot measures. Proposition 30, the Governor's proposal to impose an increase to personal income taxes of the highest wage earners and a temporary sales tax that would impact all consumers in order to avoid additional cuts to education (K-12 and higher education) in fiscal year 2012-13 as well as guarantee funding for public safety, passed with 53.9 percent "yes" votes over 46.1 percent "no" votes. Subsequently, the Los Angeles Unified School District Board of Education voted to restore the full 2012-13 academic calendar and rescinded unpaid furlough days for employees.

Proposition 38, which would have created a tax to significantly increase investments in K-12 education and early care and education was defeated with only 27.7 percent voting "yes" and 31.4 percent voting "no". According to Mr. Sonenshein, Proposition 38 has initiated a conversation around the importance of investing in education, beginning with the early years.

It was noted that Proposition 39, the "California Clean Energy Jobs Act", was also passed by the voters. The measure will increase corporate income tax revenues for California by an estimated \$500 million in 2012-13 and \$1 billion in 2013-14, and is likely to rise in subsequent years. Half of the funds would be transferred from the General Fund into a new Clean Energy Job Creation Fund through 2017-18.

Local elections are on the horizon for the City of Los Angeles, which is also considering a ballot measure for a general tax increase.

### **III. PLANNING FOR EDUCARE IN LOS ANGELES COUNTY**

Ms. Jacildo introduced Ms. Sonia Campos-Rivera, Education Policy and Public Affairs Manager at the Los Angeles Area Chamber of Commerce.

#### **A. Overview of Educare**

Ms. Campos-Rivera referred members and guests to her PowerPoint presentation and then gave a brief summary of the Chamber's interest in early care and education. Interest grew out of their commitment to K-12 education, taking note of the importance of the early years to

children's success in school and life. Ms. Campos-Rivera acknowledged First 5 LA as providing the impetus for the Chamber to consider the early years.

Ms. Campos-Rivera then provided an overview of Educare as research-based early childhood education serving children from birth to five years old. The first Educare center was opened in Chicago in 2000. There are no centers to date in California, however conversations began three years ago in the Silicon Valley followed by early exploration in Los Angeles and San Diego counties. Based on the lessons learned in Chicago, there are 13 core features of an Educare model (e.g. full-day, full-year; small class size and high staff to child ratios; high staff qualifications and intensive staff development, reflective practice and supervision, and more). While commitment exists to the core components, there is flexibility to build the model based on the needs of the community. Ms. Campos-Rivera noted contributions to the model that could arise from Los Angeles around dual language learners, for example.

Educare is uniquely a public-private partnership with respect to data outcome sharing and financial responsibility. Core partners include philanthropy, the program provider and the school superintendent as well as other local and community partners.

## **B. Educare Planning in Los Angeles County**

Ms. Campos noted the challenges of developing an Educare program in Los Angeles County given the current economic climate. Efforts are underway to identify school districts to host an Educare. School districts expressing interest are Montebello, Pasadena, Lynwood, and Long Beach.

### Member and Guest Questions/Comments:

- In Chicago, what is the number of children in foster care enrolled in Educare given the requirements of parent involvement? Chicago looked at foster care issues as it was relevant to the community where Educare is located. Serving children in foster care is incorporated into their strategy.
- What is the timeline for Educare in Los Angeles County? There is interest in identifying a community by January 2013. A couple of conversations with national partners has occurred; feedback is pending on a feasible area. The next step will be developing a budget and taking the prospective partners to visit the site in Chicago. From implementation to ribbon cutting typically takes four years, however starting a center in Los Angeles County is anticipated to take longer.
- What is the cost per child of operating an Educare? Ms. Campos-Rivera noted that she did not have complete information, however estimates suggest that the cost per child for a preschooler is in the ballpark of \$16,000-21,000 per year depending on the blending of funding.
- Is the goal to have one site in the county or is the ideal for it to germinate to multiple sites? The plan at this time is to develop one Educare site in Los Angeles County. If it arrives and is successful, there may be opportunities to replicate to additional sites. There may be elements of the Educare model that could be adopted by other sites without naming them Educare – more like hybrids.
- Have longitudinal studies demonstrating childhood outcomes been conducted? Studies have been underway since 2000. The first round of study is showing a clear sense that children are doing very well compared to children who have not participated in Educare.
- Have any of the Educare models considered endowments as part of sustaining the program? Omaha operates with an endowment due to it being located in Susie Buffet's hometown.

- What role does the school district play? The program administrator would likely need to abide by school district requirements, although there is an added risk as school districts grapple with their budget shortfalls. Educare would have its own governance structure that would work with the district. The Long Beach Unified School District Superintendent is confident that bargaining issues will not be a big debate. However labor issues could impact the viability of project.
- A question was raised regarding the size of the program and what is best for infants and toddlers, noting that 200 children means a large facility. Small classroom sizes is a core feature of Educare and critically important in an institution that may seem large. Density and design are issues for considering school district sites as well as options for demolishing and/or renovating existing space. Ms. Campos-Rivera stressed the architecture of the buildings as an important feature to ensure that the site is about learning and development. Intentionality for serving infants and toddlers and preschoolers and for welcoming parents is essential.
- Two years ago as Educare was being researched for Los Angeles County, there was an opportunity to discuss the identification and inclusion of children with special needs and refer to mechanisms currently underway to incorporate into quality improvements and ratings. It was added that a disproportionate number of poor children are at risk for or have special needs.

Ms. Jacildo thanked Ms. Campos-Rivera for her presentation and willingness to hear from the Roundtable members and guests.

#### **IV. PROVIDING INPUT TO THE CITY OF LOS ANGELES CONSOLIDATED PLAN**

Ms. Jacildo referred members to a letter from Ms. Mercedes Marquez of Mayor Antonio Villaraigosa's Office requesting the Roundtable's help in evaluating the City's consolidated plan for revitalizing low-income neighborhoods and build sustainable communities. Ms. Jacildo introduced Ms. Rita Moreno from the City's Commission for Community and Family Services who was in attendance to gather feedback on the three areas of the Consolidated Plan from Roundtable members and guests.

Ms. Moreno explained that the City of Los Angeles is in the middle of developing its consolidated plan for the next five years pending closure of its existing five year plan. The City has been hosting several community meetings to find out what community members want for their neighborhoods over the next five years. In addition, they are convening several organizations to look at coordination, identifying funding gaps and avoiding duplication, and they are consulting with organizations serving impacted constituencies.

During the meetings, the City representatives are asking questions about the last three years in terms of gaps and needs. Funding sources are currently supporting "family source centers" located in low-income communities throughout the City. The family source centers are contracted out mostly with nonprofit organizations and provide assistance to community members with accessing mental health services, navigating public benefits, pursuing educational assistance, and returning to school. State funds for the Workforce Investment Act help individuals obtain training for new careers. A portion of the work is targeted to populations of adults and young people re-entering the community from prisons or juvenile camps. Ms. Moreno also mentioned the current availability of workforce centers, resources for youth up to age 24, and economic/community development efforts, such as the day laborer program, domestic violence shelters, job creation through brick and mortar projects, and affordable housing through Section 8.

Member and Guest Questions/Comments:

- What mechanisms are in place to help families make linkages with early care and education? While there may be linkages between City projects and early care and education, how can the Roundtable be helpful in making sure it happens?
- With respect to the family source centers, has the City considered asking for funding available through the Mental Health Services Act/Prevention and Early Intervention (MHSA/PEI)?
- Families under the supervision of child protective services need help maintaining and obtaining housing as part of their reunification efforts with their child(ren). The challenge is maintaining Section 8 housing once children are removed when there is a plan for reunification. Ms. Moreno acknowledged the inconsistent coordination across service sectors and the lack of affordable housing. The City is looking at developing housing with services co-located. The City also is revisiting the family source centers; in the past, contracts have been automatically extended. This year there is a Request for Proposal (RFP) being issued for renewed or new contracts. The City's focus has been moving away from mental health to a focus on job training and education in order to place individuals in jobs. She acknowledged that better coordination with the County needs to occur to not ignore mental health concerns.
- Added to the housing challenge for families under child protective services protection is their loss of income.
- The County receives same funds – is it undergoing same consultations?
- With respect to the MHSA/PEI, it was noted that there are millions of dollars of unspent PEI funds. The money is there; the question is how to apply for it effectively. Sixty percent of the funding is intended to serve children and families.
- Housing was raised a number of times by members and guests as follows:
  - Affordable and supportive housing is critical and should be developed with the early care and education needs of the family in mind.
  - Some affordable housing projects end their contracts and then transition to market rates.
  - Transit corridors could leverage funding to develop housing.
  - Section 8 housing vouchers are not well advertised as they become available.
- What is the relationship between families losing employment and early care and education programs closing classrooms/centers? Ms. Laura Escobedo referred to the needs assessment that is organized by specific geographic areas. There is a consistent unmet need for early care and education services, particularly subsidized services and particularly for infants and toddlers. Furthermore, the recession and untimely budgets have pushed facilities to close.
- Families access to services including early care and education also may be impacted by their lack of mobility resources, such as money for gas or the bus. Families could be assisted with bus passes and taxi vouchers.
- The Department of Public Social Services (DPSS) has special funds if a family is CalWORKs. DPSS has a Memorandum of Understanding with the City to address family needs.
- The Community Development Block Grant (CDBG) needs to ensure that there are enough shelters to allow for young children and teenagers. Often shelters will take young children but not the teens, especially males. And it is nearly impossible to place male victims in shelters.

Ms. Jacilda thanked Ms. Moreno for allowing the Roundtable to provide input into the City's planning process. She asked whether there will be opportunities for public comment once the plan has been drafted. Ms. Moreno answered that public hearings are planned for January 2013. Implementation of the plan is to begin on April 1, 2013.

## V. ANNOUNCEMENTS AND PUBLIC COMMENT

- The December meeting will feature a discussion of Transitional Kindergarten.
- First 5 LA has a new Executive Director, Ms. Kim Belshé. Mr. Dennis reported that Ms. Belshé is planning individual, two-hour meetings with each of Commissioners. Her meeting with Mr. Dennis is scheduled for November 30<sup>th</sup>. Mr. Dennis plans to talk about the policy framework and early care and education initiatives supported by First 5 LA, including the Early Care and Education Workforce Consortium and Best Start. Mr. Dennis invited members to provide other suggestions to share with her during the meeting.
  - Ms. Jacildo, noting that First 5 LA released its Notice of Funding Availability (NOFA) for supportive housing for homeless families fund, asking whether it was a onetime funding opportunity or ongoing. In reply, it was noted that this is a signature effort by Supervisor Yaroslavsky with no plans for ongoing funding unless Supervisor Ridley-Thomas, the incoming chair, decides it should remain a funding priority.
- Incoming First 5 LA Commission Chair, Supervisor Ridley-Thomas, is breaking the tradition of no December Commission meetings by scheduling a meeting for December 13, 2012. Supervisor Yaroslavsky will chair his last meeting on November 29, 2012.
- The Southern California Association for the Education of Young Children (SCAEYC) is hosting a policy meeting to discuss the aftermath of the election for Saturday, November 17, 2012.
- The Infant Development Association (IDA) is hosting a breakfast meeting to discuss the impact of the election on early intervention and special needs for December 7, 2013.

Ms. Terri Nishimura asked for a recap of IDA and SCAEYC meetings

- Ms. Camille Maben is leaving the California Department of Education/Child Development Division to become the Executive Director of First 5 CA.
- In October, Casey Family Programs convened a countywide meeting – Early Childhood Development and Well-Being Learning Community – to bring representatives of the private and public sector together to discuss how to coordinate work on behalf of children and families using the Strengthening Families and Protective Factors framework. As follow-up, regional meetings will be held throughout the county in November and December, followed by a full convening on December 13, 2012 to be held at the USC Davidson Center.
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- Mr. Dennis asked for an update on impact numbers relating to collecting parent fees for part-day State Preschool. Ms. Escobedo reported that the CDE/CDD is conducting a survey for an analysis that will be ready after the first of the year. She added that there is likely to be legislative action to remove the fees from the State budget. A careful examination of the consequences of the fee structure is needed with respect to the message it sends to legislators. Mr. Dennis urged the membership to study the issue and prepare a message for action by the Board of Supervisors as soon as feasibly

possible as they could have an impact on the issue. A further question raised is if the CDE/CDD is looking at the impact on providers with respect to the required paperwork.

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## **VI. CALL TO ADJOURN**

The meeting was adjourned at 11:50 p.m.

### **Commissioners Present:**

Ms. Jeannette Aguirre-Carrillo	Mr. Nurhan Pirim
Ms. Fran Chasen	Mr. Adam Sonenshein
Mr. Duane Dennis	Ms. Nina Sorkin
Ms. Jennifer Hottenroth for Mr. Michael Gray	Ms. Mika Yamamoto
Ms. Dora Jacildo	Ms. Ruth Yoon
Ms. Terri Chew Nishimura	

50 percent of members were in attendance

### **Guests:**

Ms. Cristina Alvarado, Child Care Alliance of Los Angeles  
Ms. Sonia Campos-Rivera, Los Angeles Area Chamber of Commerce  
Ms. Patricia Carbajal, Intergovernmental Relations and External Affairs/CEO  
Ms. Ellen Cervantes, Child Care Resource Center  
Ms. Maureen Diekmann, Los Angeles Unified School District, Early Childhood Education  
Ms. Lianna Galadjian, Child Care Resource Center  
Ms. Nora Garcia-Rosales, Department of Public Social Services  
Ms. Briselda Hernandez, LAUSD-PCSB  
Mr. Josh Kruskol, First 5 LA  
Mr. Nathaniel Ku, Senator Carol Liu's Office/21<sup>st</sup> District  
Ms. Kelly Makatura, Pathways  
Ms. Sally Milario, LAUSD-PCSB  
Ms. Rita Moreno, Los Angeles City Commission for Community and Family Services  
Mr. Roberto Viramontes, First 5 LA  
Ms. Jennifer Wu, Senator Carol Liu's Office/21<sup>st</sup> District

### **Staff:**

Ms. Laura Escobedo  
Ms. Michele Sartell

 **Transitional Kindergarten**

Preschool California  
Araceli Sandoval-Gonzalez, Deputy Field Director  
December 12, 2012  
Los Angeles Policy Round Table



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**Overview of SB 1381**

- Created SB 1381 - Kindergarten Readiness Act of 2010
  - What did SB 1381 do?
    - Created Transitional Kindergarten (TK) to better prepare California’s children for success in kindergarten and beyond.
    - Changed kindergarten entry date from Dec. 2 to Sept. 1.



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**Overview of SB 1381 (cont.)**

- Kindergarten entry date change phased in over three years
  - 2012-13: date moved back to Nov. 1
  - 2013-14: date moved back to Oct. 1
  - 2014-15: date moved back to Sept. 1
- Fully implemented by 2015



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### Why is SB 1381 a Win-Win-Win?



- Children will be better prepared to succeed in kindergarten and beyond
- TK gives parents an additional option to help their children enter kindergarten with the maturity and skills needed to excel
- Schools will be able to do more with what they have because TK will help ensure children enter kindergarten more prepared to learn and succeed



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### Benefits



- Year of kindergarten readiness provides strong, early start to help children read proficiently in third grade—critical milestone predicts whether a student will graduate from high school
- Research shows that beginning kindergarten at an older age:
  - Improves social, emotional, academic development
  - Boosts test scores
  - Increases likelihood of attending college and earning higher wages
- TK will save state money from reduced rates of grade retention and special education placement

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### What is Transitional Kindergarten?



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**What is Transitional Kindergarten? (cont.)** 

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- Transitional Kindergarten (TK) is the first year of a two year kindergarten experience for students born between Sept. 1 and Dec. 2
- When fully implemented, 120,000 more children will receive an additional year of preparation to boost K-12 success
  - Includes 49,000 English Language Learners
  - 74,000 children in Title I schools



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**What is Transitional Kindergarten? (cont.)** 

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- Requires district to offer TK to any age-eligible child
- SB 1381 requires the district provide a “developmentally appropriate curriculum; aligned with Kindergarten standards; taught by credentialed teachers.”



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**Features of Transitional Kindergarten** 

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- Redirects existing Average Daily Attendance (ADA) funding for children with fall birthdays, who would have been entering kindergarten, to TK
- TK classes will be taught by credentialed K-12 teachers
- Curriculum must be age and developmentally appropriate and aligned with kindergarten standards
- Offered on school sites



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**Thank you!**  
Araceli Sandoval-Gonzalez  
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# Transitional Kindergarten: Preparing California's Children to Succeed in Kindergarten



**Transitional Kindergarten (TK)** is a new grade for students born in the fall that provides the gift of time and builds a strong foundation for success in elementary school and beyond. The Kindergarten Readiness Act changed the kindergarten entry date so that children enter kindergarten at age 5, and created TK to serve younger students with birthdays between September and December. In TK, children learn from a curriculum designed to meet their needs that is aligned with kindergarten standards and taught by credentialed teachers from K-12.



## A Look into Transitional Kindergarten

In transitional kindergarten, students get a head start so they can do better in school. Children learn through hands-on experience, nurturing new skills that will stay with them throughout their academic careers. What is unique about TK:



- TK blends social and emotional experience with academic learning.
- In TK, students learn essential pre-literacy and pre-math skills through creative, play-based learning and shorter lessons for younger children's attention spans.
- Students develop social and self-regulation skills needed to succeed in school, such as interacting with teachers and peers in positive ways, solving problems with increasing independence and focusing attention.
- A typical TK classroom might include a dress-up area, puppet theater, play kitchen and sand table – age-appropriate activities no longer in kindergarten classrooms that enhance all cognitive, social and motor skills.
- Teachers tailor lessons to help every child thrive, thoughtfully constructing activities so each child is challenged at right level to succeed, persist through difficulty with little frustration and get to next skill level.

For more information, visit [www.tkcalifornia.org](http://www.tkcalifornia.org)



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## The Value of TK in California

Before TK, California children started kindergarten at a younger age than kids in almost any other state – often without the maturity, social skills and early academic skills they need to succeed in kindergarten and the later grades. At the same time, kindergarten standards and curriculum have changed over the years, and many of the skills children were once taught in first grade are now expected in kindergarten.

Transitional kindergarten is now being offered at no immediate additional cost to the state, because funding that would have been used to support young 5 year olds in kindergarten is being redirected to support them in TK.

State Superintendent of Public Instruction Tom Torlakson hails TK as “one of the bright spots for education,” noting that it will “create a wave of success” in education.

## Transitional Kindergarten Today

History is being made for California's young learners. The creation of transitional kindergarten marks the launch of the first new grade since 1891. This fall marked the first year of statewide implementation, with more than 2,000 transitional kindergarten classrooms opening, serving about 40,000 students. Schools will continue to phase in transitional kindergarten by moving the kindergarten entry date one month a year until the final year of implementation in 2014. By then, more than 125,000 students – including more than 52,000 English language learners and about 79,000 who attend Title I schools – are expected to attend TK.

Some districts across the state have offered TK and similar programs for years, and they have seen their students make dramatic progress, especially in language and literacy. TK graduates are entering kindergarten with confidence and a love of learning that will follow them throughout school and beyond.

## Transitional Kindergarten: A Winning Solution for California

TK is a smart early investment and pivotal first step towards college and career readiness. Research shows that children who participate in school readiness programs like transitional kindergarten are more likely to do well in school, attend college and earn higher wages.

Nobel Laureate James Heckman's research shows that high-quality early education programs like TK offer one of the highest returns of any public investment.

- **Children** gain the skills and confidence they need to thrive in school, preparing them for success.
- **Families** now have an additional option to ensure their children enter kindergarten with the maturity, confidence and skills they need to excel.
- **Schools** benefit because children will be better prepared succeed academically and less likely to be placed in special education or held back in later grades.
- **California's economy** will be strengthened by a well-educated, globally competitive workforce.

*“Transitional kindergarten gives California a tremendous opportunity to increase kindergarten readiness. It will lay the foundation for reading proficiency in the early elementary years and help our state build a more seamless education system for children birth to age 8.”*

- Sacramento County Superintendent of Schools Dave Gordon

For more information, visit [www.tkcalifornia.org](http://www.tkcalifornia.org)



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# TKCalifornia

A Project of Preschool California

TKCalifornia.org is an online resource for teachers and administrators to find expert-recommended tips, tools and sample teaching strategies for a successful, high-quality transitional kindergarten experience.

**TK Roadmap for Administrators** - find resources on funding, communications, operations, supporting teachers, assessment and family school-connections

**TK Teaching Tools** - explore resources on classroom and instructional planning, social/emotional development, English language arts, mathematics, English language development and family engagement

**TK Resource Library** - search for templates and resources to support quality TK instruction and program administration

**Parent Information** - learn helpful information about TK, how to prepare children for TK and see what other parents are saying about TK

TKCalifornia.org is the result of a content creation and a review process led by 20 experts from across the state, including local school districts, county offices of education, researchers and state-level decision makers.

ABOUT TK

TEACHERS

ADMINISTRATORS



## Welcome!

This fall, California's youngest schoolchildren will take a first step in their academic careers – and on the path to lifelong learning and success – as they enter transitional kindergarten. As an educator, you are a key player in this exciting and historic opportunity for our young learners. On TKCalifornia, you will find valuable, easy to use support and tips for teaching and administering high-quality TK that will get your students off to a strong start!

[Learn more about Transitional Kindergarten | TKCalifornia](#)

Transitional Kindergarten  
101

### Transitional Kindergarten

Transitional kindergarten is an exciting, new educational opportunity that is tailored to meet the needs of children born in the fall.

[Learn more](#)

### Benefits

Transitional kindergarten can yield huge payoffs in future academic success and carries significant benefits for our children, families and schools.

[Learn more](#)

### Funding

Plan transitional kindergarten with confidence: your district will receive the same full ADA funding for your TK students that you receive for all kindergarten students.

[Learn more](#)

### About the Project

TKCalifornia resources are the result of a content creation and review process led by a panel of 20 education and research experts from across the state.

[Learn more](#)



# TK Monthly Call

The TK Monthly Call is an open, statewide call providing new and continued resources and promising practices for districts and counties around transitional kindergarten. Each call will feature presentations from members of the statewide transitional kindergarten community.

**Third Tuesday Each Month**

**3:30 - 4:30 p.m.**

**Call-in: 1 (866) 710-0179, Passcode: 56647**

To sign up for periodic emails with a link to the call webinar and more information for each monthly call, please visit [www.preschoolcalifornia.org/tksignup](http://www.preschoolcalifornia.org/tksignup).



Contact: Meredyth González

[mgonzalez@preschoolcalifornia.org](mailto:mgonzalez@preschoolcalifornia.org) or (323) 254-1141 ext. 0



# TK: FROM PILOT TO SYSTEM



Los Angeles Policy Roundtable  
December 12, 2012

Yvette Streeter, Program Administrator  
Kristina Damon, TK Coach  
Long Beach Unified School District



# LBUSD at a Glance



- 56 elementary and K-8 schools
- Serving 6230 Kindergarten students
- 23.1% ELL
- 67.9% Free/Reduced
- 23% of students in 2010/2011 Kindergarten class fall in the TK age range.

# FROM PILOT TO SYSTEM

**Simitian  
Bill  
SB 1381  
2010**

**Past:  
Preppy K**  
• 1 Teacher  
• 1 Classroom  
(2007)

**Past:  
Preppy K**  
• 5 classrooms  
among 5 schools  
• 5 classrooms  
among 3 schools  
(2008-2011)

**System Wide  
Transitional  
Kindergarten**  
• 21 classrooms among  
19 schools and a TK  
Center (2011-2012)

**Current  
Transitional  
Kindergarten**  
• 26 classrooms  
among 26 schools  
(2012-2013)



# Program Inspiration



- Teachers' voices
- 'Pilot' practices
- Early intervention toward gap closure.
- Capturing students who might opt for an additional year of pre-school before Kindergarten.
- Understanding of "other" local programs and parent interest.

# Preppy Kindergarten: Pilot Program (2007-2011)



- Multiple schools- some common practices
- Focus on developmental readiness
- Use of Gesell Developmental Observation
- Innovation of standard kindergarten program



# From Pilot to System

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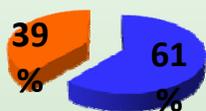
**Current  
Transitional  
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• 26 classrooms  
among 26 schools  
(2012-2013)



# TK Demographics 2011-2012



## Gender



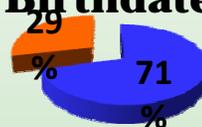
<b>Male</b>	<b>241</b>
<b>Female</b>	<b>152</b>

## EL Status



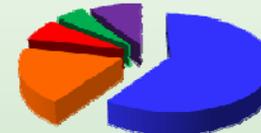
<b>ELL</b>	<b>162</b>
<b>EO</b>	<b>231</b>

## Target Birthdate



<b>9/2 - 12/2</b>	<b>280</b>
<b>Before 9/2</b>	<b>113</b>

## Ethnicity/Race



<b>Hispanic</b>	<b>218</b>
<b>White</b>	<b>68</b>
<b>Black</b>	<b>27</b>
<b>Asian</b>	<b>18</b>
<b>Other</b>	<b>34</b>

# From Pilot to System

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Bill  
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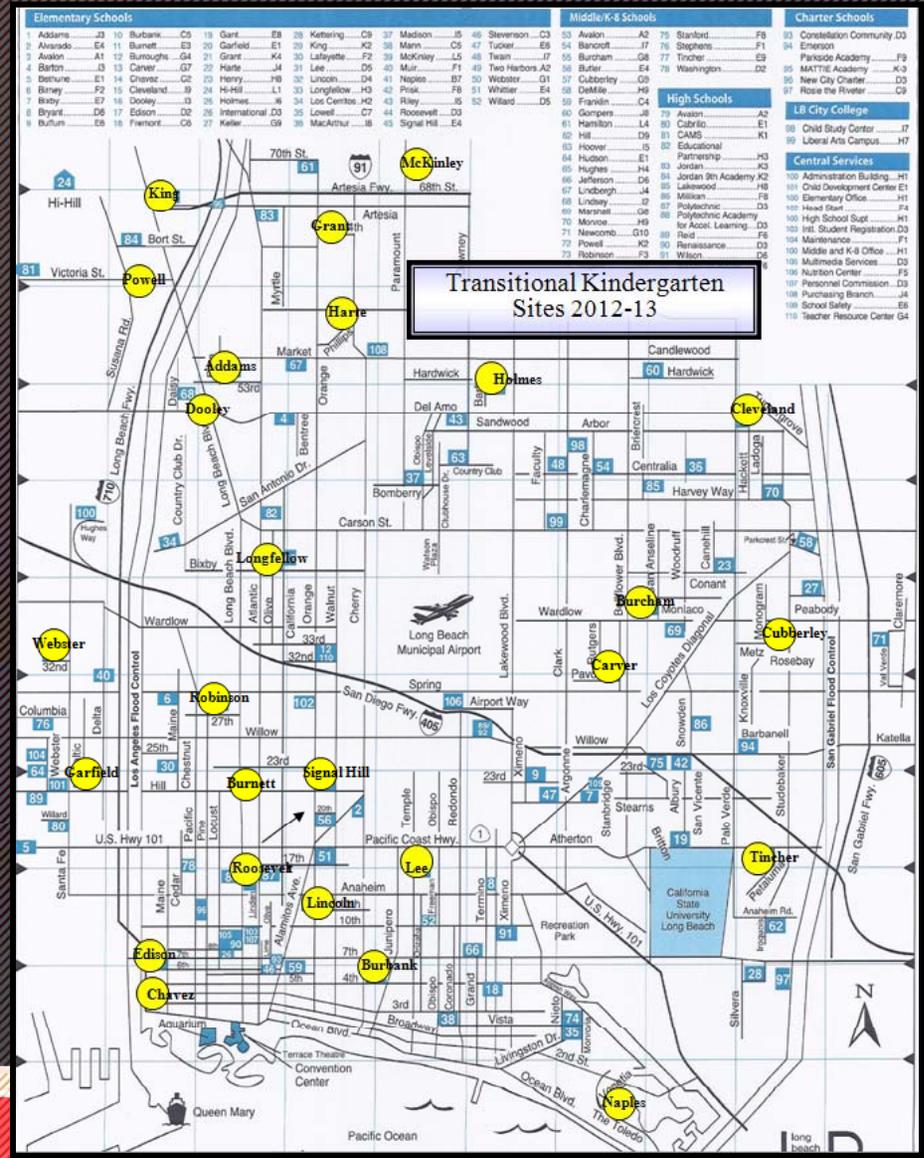
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# From Pilot to System

**Current  
Transitional  
Kindergarten**

- 26 classrooms  
among 26 schools  
(2012-2013)



# From Pilot to System

District Awareness  
Collaboration between OCIPD and Level office structures  
TK Planning Group  
January – May 2011

Simitian Bill  
Fall 2010

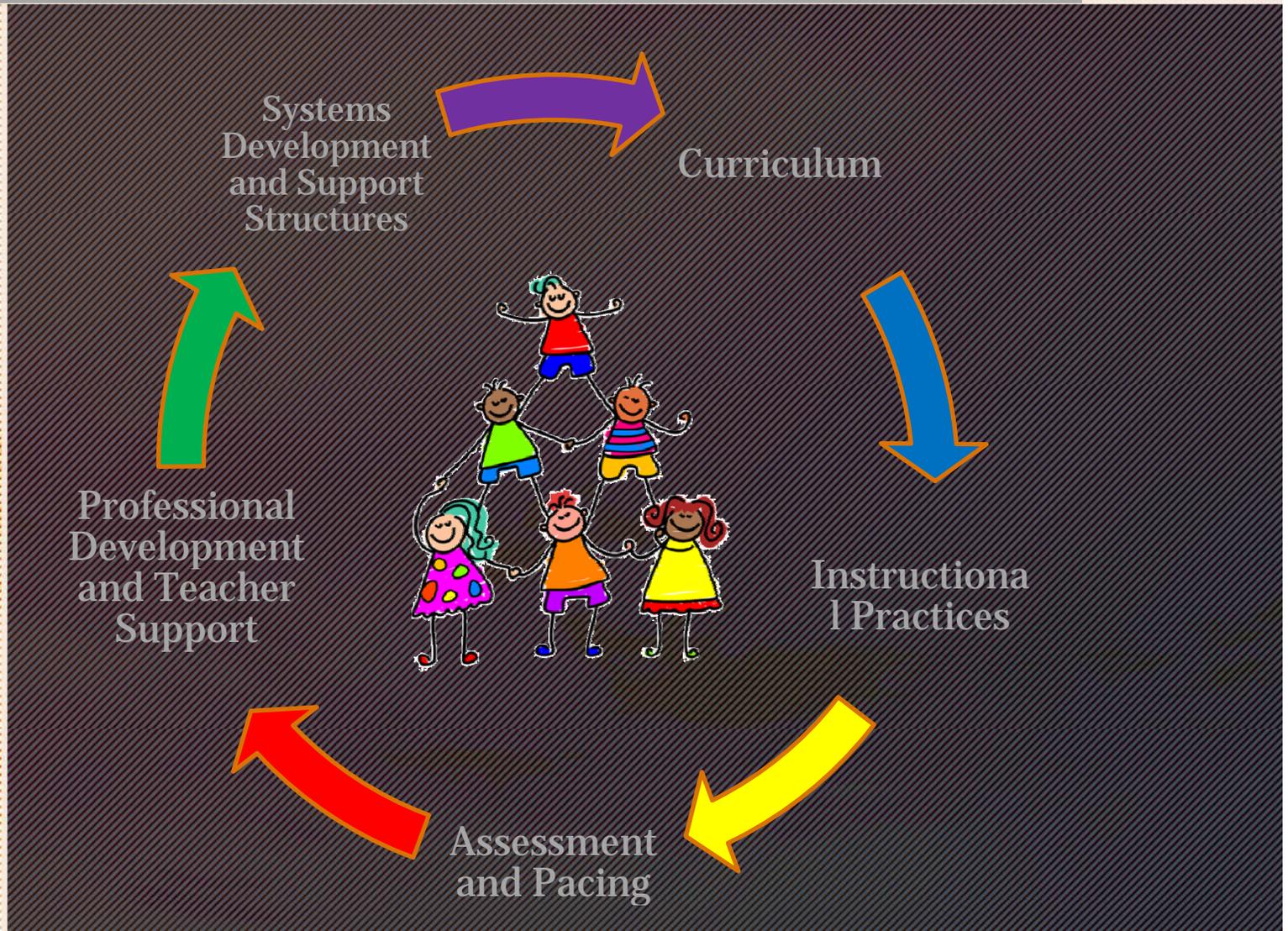
Curriculum/Assessment Development  
Coach/Admin. Selection  
Enrollment  
Summer Institute  
May – September 2011

Principal Awareness  
Site Selection (20)  
April – May 2011

Monthly Professional Development  
Program Implementation  
Board Policy  
Parent Appeal Document  
Innovation Configuration:  
Room Environment and Work Areas  
Community Outreach  
Parent Survey  
Teacher Survey  
September- June 2011-12

Summer Institute  
Cluster Classrooms  
Report Card Revision  
Differentiated Assessment  
Parent Institutes  
August 2012-present

# TK Program Components



# TK Program Components: Curriculum



- **ELA: Pre-K Imagine It!, SRA/McGraw Hill (2008)**

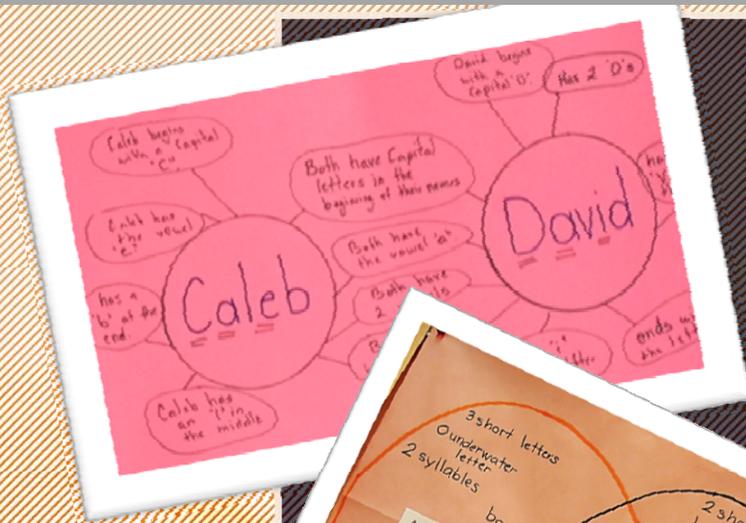
- Signature Practices/Strategies from LBUSD Kindergarten Program
- Oral Language Development
- Take Home Lending Library
- Thematic organization of content
- Working knowledge of common core



- **Math: California HSP Math K, Houghton Mifflin/Harcourt (2009)**

- Instruction delivered using a hands on approach
- MAP2D Kindergarten

# TK Program Components: Instructional Practices



- **Signature Practices**
  - Name Game
  - Morning Message
  - Special Name
- **Best Practices**
  - Interactive Writing
  - Shared and Modeled Reading
  - Read Aloud
- **Exploration in Work Areas**
  - Discovery Area
  - Author Area
  - Math Area
  - Reading Area
  - Creative Area
  - Kinder Café Area
- **Physical Room Environment**
  - Innovation Configuration
  - Daily Schedule

# Current TK Program: Assessment and Pacing



- **Assessment**

- Math Trimester Exams (Kindergarten)
- LBUSD Literacy Screen
- \* Differentiated Assessment

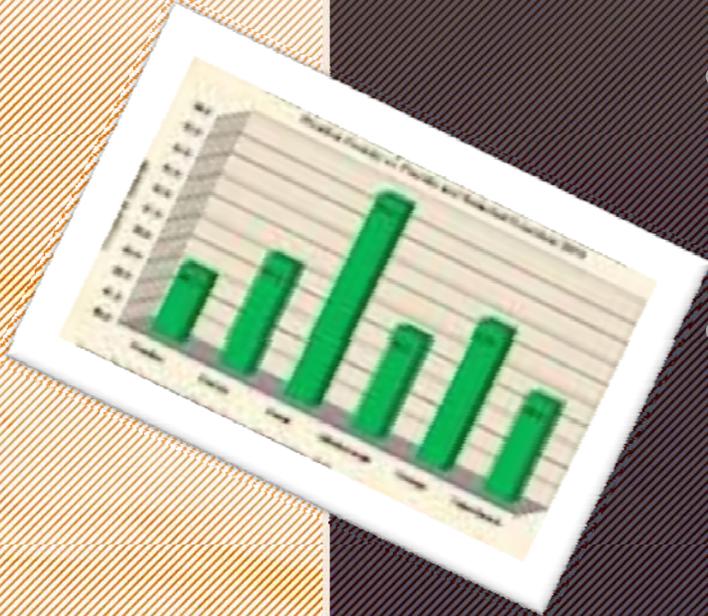
- **LA and Math Pacing**

- ELA Thematic Map
- Math Pacing

- **Progress Reporting**

- TK Progress Report
- Foundational Reading Skills Assessment
- Math (Standards Based)
- Social Development

- **Parent Conference Document**



# Current TK Program: Differentiated Assessment



# TK Program Components: P.D. and Support Structures



- **Program Oversight**
  - Office of Curriculum, Instruction, and Professional
  - Elementary and K- 8 Schools Office
- **Staff Support**
  - Program Administrator
  - 1 Full Time TK Coach
  - 1 50% TK Coach
- **Professional Development**
  - Summer Institute
  - Monthly Support Meetings
- **Teacher Support**
  - Monthly Collaboration Meetings
  - Coaching
    - Observation/Feedback
    - Side by side
    - Demonstration
- **Parent Engagement**



# TK Program Components: Systems Development and Support



- **Foundation Support**
  - David and Lucille Packard Foundation
  - Target Foundation
  - Donors Choose
- **Participation in Statewide PLC**
- **Website Tools**
- **Community Outreach**
- **Survey**
  - Parent
  - Teacher

# Implementation Recommendations

**Be strategic in decision making that impacts the entire system.**

**Build from the best practices within the current system.**

**Define common expectations and support through professional development and tools.**

# Questions and Answers



# LBUSD Kindergarten & TK Resources

## Transitional Kindergarten webpage:

[www.lbschools.net](http://www.lbschools.net) and then

“T” on the alpha index at the top

“Transitional Kindergarten”

(\*This webpage will be updated with new documents from our TK Planning Group as they are developed.)

## LBUSD Kindergarten resources and newsletters:

[http://www.lbschools.net/Main\\_Offices/Curriculum/Areas/Language\\_Arts\\_Literacy/teacher\\_resources.cfm](http://www.lbschools.net/Main_Offices/Curriculum/Areas/Language_Arts_Literacy/teacher_resources.cfm)

\*\*Many thanks to LBUSD’s Office of Curriculum, Instruction and Professional Development. In addition to the webpage listed above, you may find other Kindergarten/early learning strategies and materials on the LBUSD website.




**Los Angeles County Policy Roundtable for Child Care**  
**December 12, 2012**

Presented by: Judy Sanchez  
Los Angeles County Office of Education



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**+ Guiding Principles**

- Support continuous learning and improvement
- Promote spirit of collaboration
- Strengthen and retain a quality early childhood education workforce



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**+ Emerging Trends in Early Care and Education**



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### + Transitional Kindergarten



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### + What is Transitional Kindergarten?

- First year of a two-year kindergarten program
- Uses a modified kindergarten curriculum that is age and developmentally appropriate
- Taught by credentialed teachers with early learning experience.
- Part of the public school system.

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### + Why Transitional Kindergarten?

- Provides young kindergarteners with the gift of time to fully develop and succeed in kindergarten and beyond
- Bridges the path from preschool to K-12
- Research shows that beginning kindergarten at an older age:
  - Improves social, emotional, academic development
  - Improved test scores
  - Increases likelihood of attending college and earning higher wages



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## + Support for Transitional Kindergarten Implementation

- Transitional Kindergarten Planning Guide: A Resource for Administrators of California Public School Districts - CCSEA



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## + Support for Transitional Kindergarten Implementation

- Resource Documents

<http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>



<http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkvoll.pdf>

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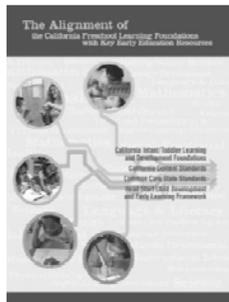
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## + Preschool Learning Foundations and the CA Common Core Standards

- Infant and Toddler Learning and Development Foundations
- California Content Standards
- Common Core State Standards
- Head Start Child Development and Early Learning Framework



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## + Support for Transitional Kindergarten Implementation

■ TK Conference – February 6, 2013



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## Los Angeles County Early Care and Education Workforce Consortium

### MISSION STATEMENT

The enhancement of the overall training and qualifications of the ECE workforce for the benefit of children and families through the creation of clear, diverse and appropriate professional development pathways, collaboration and coordination of services and educational systems alignment.



The Los Angeles County Early Care and Education Workforce Consortium is funded by First 5 LA and Los Angeles Universal Preschool

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## + Early Childhood Education Professional Learning Communities Project

- 5 year professional development opportunity
- Provides training to elementary principals and transitional kindergarten (TK) teachers with the implementation of developmentally appropriate TK programs
- Development of Early Childhood Education Professional Learning Communities.
- A model for collaboration among preschool educators and transitional kindergarten teachers to support the articulation and alignment of preschool through transitional kindergarten and beyond.

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## + ECEPLC Goals

- Support principals and teachers in the implementation of high quality, developmentally appropriate transitional kindergarten programs.
- Promote quality early learning practice among preschool and transitional kindergarten teachers.
- Increase collaboration among preschool and transitional kindergarten teachers through the implementation of a site-based ECE Professional Learning Community.

Los Angeles County Office of Education Division for School Improvement ECEPLC

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## + Early Childhood Education Professional Learning Communities (ECEPLC)



- ABC Unified School District
- Alhambra Unified School District
- Baldwin Park Unified School District
- Charter Oak Unified School District
- Covina Valley Unified School District
- Glendale Unified School District
- Lancaster School District
- Los Angeles Unified School District
- Rowland Unified School District
- Walnut Valley Unified School District
- Whittier City School District

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## + Benefits

- **Teachers:**
  - Learning about the principles of assessing students
  - Getting the core standards in our Alignment book for Learning Arts and Math
  - Being able to see ideas/share our ideas or ways to adapt ideas
- **Principals:**
  - Arrangement of classroom to maximize learning.
  - Evaluating our TK room environment; thinking of ways to improve it.
  - Group planning, discussion.

Los Angeles County Office of Education Curriculum and Instructional Services Division

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<p>+</p> 		

**Thank You!**

Judy Sanchez, Project Director  
Sanchez\_judy@laco.edu

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Policy Matters

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FEDERAL BUDGET DELIBERATIONS  
FISCAL YEAR 2013

December 12, 2012



Prepared for the Policy Roundtable for Child Care  
by the Office of Child Care  
within the Service Integration Branch of the Chief Executive Office

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Overview

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- Continuing Resolution – Fiscal Year 2013
- Sequestration and Other Unresolved Issues
- Child Care and Development Block Grant

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Continuing Resolution

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- Passed in September: funding for early childhood programs remains at previous year levels
- In lieu of appropriations bill to allow federal government to function in new fiscal year 2013

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### Sequestration

- Established by Budget Control Act (BCA) enacted in August 2011
  - Prohibits raising the national debt ceiling
  - Requires \$2 trillion in cuts without raising revenues over 10 years
  - Of those cuts, \$1.2 trillion must be achieved through sequestration
  - Across the board spending cuts to be applied equally between defense and non-defense discretionary programs effective January 2, 2013
  - Federal budget to be cut by \$109.3 billion each year between 2013 and 2021
    - \$38.5 billion from non-defense discretionary programs in 2013

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### Mandatory v Discretionary

- Mandatory Programs: entitlement programs not subject to annual appropriations
  - TANF
  - SNAP/Food Stamps
  - Child Nutrition Programs
- Discretionary Programs: subject to annual Congressional appropriations process
  - Head Start
  - Child Care

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### Sequestration – Impact on ECE

- Discretionary portion (approximately ½ of funding) at risk
  - Head Start
  - Child Care and Development Block Grant
  - IDEA Part C for infants and toddlers
  - Special Education State Preschool Grants (IDEA Section 619)
  - 21<sup>st</sup> Century Community Learning Centers
  - Title I of the Elementary and Secondary Education Act
- Projected across-the-board cuts estimated at 8 percent by 2013

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### Impact on California

	Fiscal Year 2012 Funding	Fiscal Year 2013 Sequestration Cut	Fewer Children Served
Head Start	\$961,007,656	\$74,958,597	11,902
CCDBG	\$244,004,509	\$19,032,352	5,172
IDEA Part C for Infants and Toddlers	\$54,039,265	\$4,229,182	2,407
IDEA Section 619 for Preschoolers	\$37,657,903	\$3,233,960	
Title I Grants to LEAs	\$1,653,520,233	\$139,618,811	296,172
21 <sup>st</sup> Century CLCs	\$124,077,384	\$9,678,035	37,349

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- ### Sequestration – Next Steps
- Congress needs to act by end of 2012 or early 2013 to avoid devastating cuts
  - Opportunity is now for advocacy
    - Avoid cuts that would compromise well-being of children and their families
    - Take a balanced approach by increasing revenues and imposing cuts with least amount of harm
    - Reject proposals to exempt defense programs from cuts
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- ### Unresolved Issues
- Bush-era income tax cuts set to expire
    - For the richest two percent (incomes above \$250,000 per couple)
    - Estate tax cuts for wealthiest .3 percent (estates over \$7 million per couple)
    - Tax cuts for low- and moderate income families
  - Current controversy
    - Allow tax cuts to expire
    - Extend tax cuts for income up to \$250,000 per couple
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## CHILD CARE AND DEVELOPMENT BLOCK GRANT

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### Child Care and Development Fund

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- Child Care Entitlement to States
  - Mandatory Funds
  - Matching Funds and Maintenance of Effort
  - 418 of the Social Security Act
  
- Child Care and Development Block Grant
  - Discretionary
  - Omnibus Budget Reconciliation Act of 1990
  - No Match or Maintenance of Effort requirements

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### Child Care and Development Fund

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- Child Care Entitlement to States
  - Reauthorized through 2010 by Deficit Reduction Act of 2005
  - Extended in four Continuing Appropriations Resolutions of 2012
  - Extension of program through 2/29/2012 included in Temporary Payroll Tax Cut Continuation Act signed by President in December 2011
  
- CCDBG
  - Last reauthorized in 1996

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### Child Care and Development Fund

- Dual purpose with two-generational impact:
  - Provides access to child care for low income parents to help them work and gain economic independence
  - Supports long-term development of most disadvantaged and vulnerable children by making investments to improve child care quality

DRAFT: December 6, 2012

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### Child Care and Development Fund

- Federal funds:
  - Provide subsidies through grants, contracts and vouchers to low-income families
  - Used to improve quality and availability of services for subsidized and unsubsidized children through
    - **implementation of tiered QRIS**
    - Improved training and professional development opportunities for early educators
    - Expansion of infrastructure to support curriculum development and linkages to health and other supportive services

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### Child Care and Development Fund

- Allocations to States
  - **Discretionary** – three factor formula:
    - Population of children under five years old
    - Number of children receiving free/reduced price lunches
    - Per capita income
  - **Mandatory** – historic levels of Title IV-A child care expenditures
  - **Matching** – remaining funds after Mandatory funds and based on number of children under 13 years old in state compared to national number. States must meet three conditions:
    - All Mandatory funds obligated
    - State's maintenance of effort funds expended
    - States provide share of Matching at the Federal Medical Assistance rate (FMAP)

December 12, 2012

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### Child Care and Development Fund

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- **Allocations to States (continued)**
  - **Administration** – States may spend no more than 5% with exceptions for certain activities
  - **Quality Expenditure Requirement** – a minimum of 4% since 2000, states required by CCDBG appropriations language to spend additional funds on targeted areas:
    - Child Care R&R and School Age Child Care Activities
    - Quality Expansion Activities, i.e. professional development, inclusion of children with special needs, and monitoring and site visits
    - Infant and Toddler Care

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### Presidents FY 2013 Budget Request for CCDF

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	FY 2012	FY 2013
CCDBG	\$2.27 billion	\$2.3 billion
CCES	\$2.9 billion	\$3.4 billion
Child Care Quality Initiative		\$300 million
<b>California's (Estimated) Share</b>		
CCDBG	\$244,004,509	\$245,632,812
CCES - Mandatory	\$85,593,217	\$85,593,217
CCES - Matching	\$211,577,448	\$272,276,718

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### Principles for Reauthorization

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- **Improving Quality**
  - Increasing share of dollars dedicated to quality improvement and incorporating into statute existing quality set asides
  - Supporting implementation of quality rating and improvement systems and expansion of professional development of workforce
- **Expanding Access**
  - Helping low income children access higher quality child care

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### Principles for Reauthorization

- Supporting Parents
  - Employment
  - Parent choice by expanding high quality choices in a range of settings
  - With information about quality of programs
- Promoting Continuity of Care
  - Such as longer eligibility re-determination periods for families receiving subsidies

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### Principles for Reauthorization

- Strengthening Program Integrity and Accountability
  - Technical assistance on reducing waste, fraud, and abuse and improving quality
- Encouraging assessment and tracking of children's school readiness
- Streamlining Programs

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### Child Care Quality Initiative

- Available to States with plans demonstrating how it will use QRIS or another system of quality indicators to help families find early learning and afterschool programs
- Builds on existing efforts in CCDF and RTT-ELC
- Requires making reliable information about quality programs available to parents
- Evaluation fund

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## High Priority Performance Goals

- Expand number of states with QRIS that meet high quality benchmarks
  - Provide pathways and support for programs to move up to higher standards of quality
  - Increase parents' knowledge and understanding of child care options available to them

December 12, 2012

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## Resources

- Center for Law and Social Policy (CLASP). *At Risk: Early Care and Education and Sequestration*. September 2012. Retrieved on October 8, 2012 from [www.clasp.org/resources-and-publications/publication?id=1157&list-publications](http://www.clasp.org/resources-and-publications/publication?id=1157&list-publications).
- National Women's Law Center. *A Roadmap to the Upcoming Federal Budget Debates*. September 12, 2012. Retrieved on October 8, 2012 from [www.nwlc.org/resource/roadmap-upcoming-federal-budget-debates](http://www.nwlc.org/resource/roadmap-upcoming-federal-budget-debates).
- Senate Appropriations Committee Majority Staff. *Under Threat - Sequestration's Impact on Nondefense Jobs and Services - A Report by Senator Tom Harkin*. July 25, 2012. Retrieved on October 8, 2012 from <http://www.harkin.senate.gov/documents/pdf/500ff3554f9ba.pdf>.
- U.S. Department of Health and Human Services, Administration for Children and Families. *Justification of Estimates for Appropriations Committee - Child Care and Development Fund*. Retrieved on October 15, 2012 from [www.acf.hhs.gov/sites/default/files/assets/C.CDF%20final.pdf](http://www.acf.hhs.gov/sites/default/files/assets/C.CDF%20final.pdf).

DRAFT: December 6, 2012

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## For more information...

Michele Sartell  
 Program Specialist  
 Office of Child Care/SIB/CEO  
[msartell@ceo.lacounty.gov](mailto:msartell@ceo.lacounty.gov)  
 213.974.5187  
[www.childcare.lacounty.gov](http://www.childcare.lacounty.gov)



December 12, 2012

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# COUNTY OF LOS ANGELES

## Washington, D.C. Legislative Office

25 Massachusetts Avenue, N.W., Suite 560 • Washington, D.C. 20001  
(202) 393-2404 • Fax (202) 393-2666  
<http://lacounty.info>

WILLIAM T FUJIOKA  
Chief Executive Officer

REGINALD N. TODD  
Chief Legislative Representative

September 24, 2012

Board of Supervisors  
GLORIA MOLINA  
First District

MARK RIDLEY-THOMAS  
Second District

ZEV YAROSLAVSKY  
Third District

DON KNABE  
Fourth District

MICHAEL D. ANTONOVICH  
Fifth District

The Honorable Dianne Feinstein  
331 Hart Senate Office Building  
United States Senate  
Washington, DC 20510

Dear Senator Feinstein:

On behalf of the Los Angeles County Board of Supervisors, I am writing to communicate the Board's opposition to the across-the-board sequestration cuts for Fiscal Year (FY) 2013 and support for the development of a long-term budget compromise.

As estimated by the Office of Management and Budget, the Budget Control Act of 2011 requires that FY 2013 sequestration cuts totaling more than \$109 billion be imposed in January 2013, including across-the-board cuts of 8.2 percent in non-defense discretionary programs and 9.4 percent in defense discretionary programs. Spending cuts of such magnitude would have serious and detrimental effects on the economy, employment, services, and national security. The negative impact on employment would especially hurt California and Los Angeles County, which respectively had unemployment rates of 10.7 percent and 11.2 percent in July 2012, which were far higher than the national unemployment rate of 8.3 percent. The County alone had over 540,000 unemployed residents in July 2012, which was more than in all but five states.

As you know, the threat of sequestration was intended to force the enactment of more sensible long-term deficit reduction measures and was not expected to be implemented. It is vital that Congress and the Administration work together to develop a more sensible long-term budget compromise.

Your leadership and assistance on this important matter would be greatly appreciated.

Sincerely,

Reginald N. Todd  
Chief Legislative Representative



# COUNTY OF LOS ANGELES

## Washington, D.C. Legislative Office

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September 24, 2012

The Honorable Barbara Boxer  
United States Senate  
112 Hart Senate Office Building  
Washington, DC 20510

Dear Senator Boxer:

On behalf of the Los Angeles County Board of Supervisors, I am writing to communicate the Board's opposition to the across-the-board sequestration cuts for Fiscal Year (FY) 2013 and support for the development of a long-term budget compromise.

As estimated by the Office of Management and Budget, the Budget Control Act of 2011 requires that FY 2013 sequestration cuts totaling more than \$109 billion be imposed in January 2013, including across-the-board cuts of 8.2 percent in non-defense discretionary programs and 9.4 percent in defense discretionary programs. Spending cuts of such magnitude would have serious and detrimental effects on the economy, employment, services, and national security. The negative impact on employment would especially hurt California and Los Angeles County, which respectively had unemployment rates of 10.7 percent and 11.2 percent in July 2012, which were far higher than the national unemployment rate of 8.3 percent. The County alone had over 540,000 unemployed residents in July 2012, which was more than in all but five states.

As you know, the threat of sequestration was intended to force the enactment of more sensible long-term deficit reduction measures and was not expected to be implemented. It is vital that Congress and the Administration work together to develop a more sensible long-term budget compromise.

Your leadership and assistance on this important matter would be greatly appreciated.

Sincerely,

A handwritten signature in black ink, appearing to read "R. Todd".

Reginald N. Todd  
Chief Legislative Representative