Policy Roundtable for Child Care

Wednesday, October 12, 2011
10:00 a.m. – Noon
Conference Room 743
Hahn Hall of Administration
500 West Temple Street, Los Angeles

Proposed Meeting Agenda

10:00	1.	Welcome and Introductions		Mika Yamamoto Vice Chair
		a. Comments from the Vice Chair		
		b. Review of Minutes	***Action Item***	
		o September 14, 2011		
10:10	2.	Proposition 98 and California's Subsidized Child Development Services		Sharon Scott Dow Director Governmental Relations Advancement Project
11:00	3.	Legislative Issues		Adam Sonenshein Michele Sartell
		a. Integrating Child Development Issues into Department Legislative Agendas		
		b. Roundtable Recommendations to the Legislative Platform		
11:15	4.	Status Report on the Child Care Policy Framework		Kathy Malaske-Samu
11:30	5.	Member Updates		
		a. First 5 LA Update		Duane Dennis
		b. Denver Educare Tour		Nora Armenta Ruth Yoon
		c. California's Proposed Application to the Early Learning Challenge Fund	***Action Item***	Kathy Malaske-Samu
11:50	6.	Announcements and Public Comment		Members & Guests
Noon	7.	Call to Adjourn		Mika Yamamoto

Mission Statement

The mission of the Policy Roundtable for Child Care
is to serve as the official County body on all matters relating to child care,
working in collaboration with the Child Care Planning Committee,
to build and strengthen the child care system and infrastructure in the County by providing policy recommendations to the Board.

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Policy Roundtable for Child Care

222 South Hill Street, Fifth Floor, Los Angeles, CA 90012
Phone: (213) 974-4103 • Fax: (213) 217-5106 • www.childcare.lacounty.gov

MEETING MINUTES

September 14, 2011
10:30 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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1. WELCOME AND INTRODUCTIONS

Dr. Jacquelyn McCroskey, Chair of the Policy Roundtable for Child Care (Roundtable), opened the meeting at 10:35 a.m. Members and guests introduced themselves.

a. Newly Appointed Members

Dr. McCroskey welcomed new Roundtable members Ms. Stacy Miller nominated by Mayor Michael Antonovich and Ms. Nora Armenta nominated by the Los Angeles Unified School District (LAUSD). Paperwork is underway on additional prospective members, including Mr. Sam Chan who will represent the Department of Mental Health.

b. Comments from the Chair

▪ Review of Mission Statement

Dr. McCroskey proposed review and revision of the Roundtable mission statement to reflect its overall vision for strengthening the early care and education infrastructure and its authority to make policy recommendations to the Board of Supervisors. A suggested revision will be brought to the next meeting of the Roundtable for consideration.

Members shared their initial thoughts for reflection in the mission statement as follows:

- The purpose of the Roundtable is to ensure high quality early care and education for all children, not just those receiving County services.
- The mission statement should represent relationships with the broader community.
- The focus should be on strengthening the existing system.

▪ Sunset Review

Ms. Malaske-Samu reported that materials were submitted to the Sunset Review Committee in mid-August. All County commissions are regularly reviewed (approximately every five years) to ensure their relevancy; once found relevant, a next date for review is scheduled. The Roundtable is currently under review with one request for additional information – the Committee asked for attendance rosters from 2008 to the present, which speaks to its relevancy. The Sunset Review Committee also looks at work products.

Dr. McCroskey noted that the Policy Framework ups the ante as far as achievements expected of the Roundtable. As such, the Board will need to be kept informed of progress, which they were last month with a memo delineating how Illinois has adopted the Strengthening Families framework with implications on what can be done in Los Angeles County. The memo distributed to members and guests during today's meeting focuses on activities currently underway in the Departments of Children and Family Services and Probation.

c. Review of Meeting Minutes – Annual Retreat

Dr. McCroskey drew members' and guests' attention to the section of the minutes, "Using the Child Care Policy Framework to Advance Strengthening Families in Los Angeles", prepared by Ms. Cecelia Sandoval. She stated that this section sets the stage of the Roundtable's work for the next year and for which it will be held accountable. Dr. McCroskey reviewed the recommendations outlined in the minutes and stated that flow charts with progress will be made availability at upcoming meetings.

- **July 13, 2011 – Annual Retreat**

Mr. Michael Gray moved to accept the minutes as written; Ms. Terri Chew Nishimura seconded the motion. The motion passed unanimously.

2. AMENDMENT TO BYLAWS

- **Alignment with Recent Changes to County Ordinance**

Ms. Mika Yamamoto presented the amendment to the by-laws in the form of two documents – the first shows the changes to the bylaws and the second shows the amended bylaws in final. The changes are already incorporated into the County Ordinance; however the bylaw change now requires approval of the membership. In summary, membership increased from 22 to 25 members to include additional County department representation – Mental Health, Public Health and Probation. Other updates to the bylaws reflect the County's administrative change from a Chief Administrative Office to a Chief Executive Office and deleting the no longer existing Children's Planning Council and New Directions Task Force.

Mr. Duane Dennis moved to adopt the bylaws as amended; Ms. Ann Franzen seconded the motion. The motion passed unanimously.

3. RECOMMENDED LANGUAGE FOR COUNTY LEGISLATIVE PLATFORM

- **Review of Issues**

Mr. Adam Sonenshein reported that the legislature just completed its first of a two year session and now a number of bills are pending the Governor's action. He then referred members and guests to their packets for copies of the Public Policy Platform - Second Year of 2011-12 Legislative Session and the draft memo to the County's Intergovernmental Relations and External Affairs Branch with the subject line, Recommendations for County of Los Angeles State Legislative Agenda for Second Session of 2011-12 – Child Care and Development Services. Roundtable members will be asked to take action on the recommendations.

The first section of the draft memo discusses potential priority areas of advocacy for the second session, specifically related to budget issues that have and will likely continue to

impact the field of child care and development. In addition to the reduced funding levels, the memo notes the policy change shifting most child care and development services, except part-day State Preschool, out of the Proposition 98 guarantee and the proposed trigger cuts if anticipated revenues are not realized. The memo also draws attention to budget cuts directly impacting the functions of the Office of Child Care.

The remainder of the memo addresses legislative items for the second session. The Joint Committee on Legislation (Joint Committee) recommends that the current items for child care and development remain in effect. The Joint Committee considered some minor adjustments to the items, however noted that the Public Policy Platform sufficiently and comprehensively lists examples of potential areas of advocacy.

Members weighed in as follows:

- Regarding the removal of most child care and development services from the Proposition 98 guarantee, it is proposed that the Roundtable consider a position that supports retaining child care and development services under the auspices of the California Department of Education/Child Development Division. Dr. McCroskey replied by relaying a conversation she had with Ms. Gail Gronert, staff with the office of Speaker John Pérez, who stated there were technical reasons for the change. It was noted that some states allocate their child development funding through their departments of health and human services. Ms. Malaske-Samu will explore bringing an expert on Proposition 98 to a future meeting to discuss with the Roundtable the reasons for the change and the implications for the field.

- Potential realignment also is a technical issue and will need a full discussion with respect to state expenditures.

- Another issue for discussion is the unionizing of child care providers. Nearing the end of the legislative session, a bill (AB 101) to unionize family child care providers and license-exempt providers was the result of a gut and amend, allowing no time for the field to respond. The bill is now on its way to the Governor's desk. Regardless of the Governor's signature, it requires discussion.

Mr. Sonenshein moved to adopt the Public Policy Platform containing the recommended child care and development items for the County's legislative agenda; Mr. Dennis seconded the motion. The motion passed unanimously.

- **Department Responses**

The memo also outlines proposed items to strengthen the connection of other departments serving children and families with child care and development services, consistent with the work underway to implement the Child Care Policy Framework. Mr. Sonenshein reviewed the items with the members and guests, and then asked the respective County department representatives to weigh in.

Overall, members and prospective members representing their respective County departments supported the proposed items and planned to take to their leadership to explore including in their proposed County legislative agenda items. Ms. Michele Sartell, Office of Child Care staff, will follow-up with the County department representatives to refine the items and discuss next steps. Specific comments were made on certain items as follows:

- Ms. Yamamoto asked for clarification on the item, "support proposals to fund programs at park facilities aimed at building social connections among parents and their communities and provide accurate and timely information about child development and effective strategies." It was suggested that parks could be a place to facilitate building communities of support among parents with young children with intentional programs that also provide opportunities for families to increase their knowledge of child development and skills in parenting.

- Mr. Robert Gilchick expressed concern that the items proposed for Public Health are broad in nature and not limited to certain programs. On the other hand, he appreciated the breadth of addressing preventive health that goes beyond nutrition and physical activity.

- With respect to CalWORKs, Ms. Leticia Colchado stated that the Department of Public Social Services (DPSS) is governed by California Department of Social Services (CDSS). As long as the proposal does not violate parental choice, it should be okay.

Ms. Malaske-Samu stated that in working with the Intergovernmental Relations and External Affairs on the legislative agenda recommendations, it will be important to show that support for the proposals are from more than one source.

4. CHILD CARE POLICY FRAMEWORK

a. Review First and Second Quarter Priorities

Dr. McCroskey referred members and guests to their meeting packets for a copy of the implementation matrix.

- **Steps to Excellence Project (STEP)**

Ms. Malaske-Samu briefly reviewed the matrix, focusing on Goal 1 relating to the Steps to Excellence Project (STEP). Last month, the Los Angeles Unified School District (LAUSD) early education centers received their STEP reports at a briefing meeting. Ms. Sandy Hong of the University of California Los Angeles (UCLA) Center for Improving Child Care Quality (CICCQ) framed the presentation by suggesting that the rating is more than the individual site. Rather, it is part of a national effort looking at how to do observations and raise the quality of programs. Ms. Malaske-Samu left the briefing with two things:

1) A number of staff in the classrooms hold Bachelor of Arts degrees, however most of the assistants do not have any units. While this lack of units impacts the center's scores, it creates a discussion with staff regarding qualifications. One assistant took classes and received her teacher's permit and a great source of pride in her accomplishment.

2) A principal with comments about STEP and participating in the rating at the end of the brief said "this is good stuff; this is really good stuff".

Ms. Malaske-Samu's overall sense of the meeting was around the opportunity for the programs to discuss the 'nitty-gritty' of quality with their peers.

Continuing with the implementation matrix, Ms. Malaske-Samu stated that other items on the timeline are ambitious, however will be areas of focus for reporting. Dr. McCroskey added that there will be a need to establish small ad hoc groups on items.

- **DCFS Activities Underway**

Dr. McCroskey provided the lead to the report on DCFS activities to be presented by Mr. Michael Gray and Mr. Eric Marts. She noted that the DCFS leadership strongly supports implementation of the Policy Framework and are willing to discuss their successes and challenges.

Mr. Gray referred to the recent report to the Board of Supervisors, which discusses streamlined enrollment of foster children into Head Start Programs. Work is underway to expand the streamlined enrollment process to fully take advantage of using technology to facilitate the connections and experiment with enrollments to other program types. Mr. Gray stated that the team understands the importance of enrolling children. He added that the Early Development Symposium on early brain development scheduled for November 10th will help confirm the need for connecting children in the child welfare system with high quality early care and education programs. His team is also working on developing flyers and posters.

Mr. Marts relayed that his oversight of child care began two months ago. He added that DCFS is now on its fourth director in last 10 months, with Mr. Philip Browning serving as Interim Director. Mr. Marts is looking at Goal 3 of the Policy Framework with respect to departments working together and collaborating and as such, is looking to work on developing a protocol for Strengthening Families with ministers. Reverend Darrell Armstrong, introduced to him by Ms. Jean McIntosh of the Center for the Study of Social Policy, has agreed to come to Los Angeles to work with local ministers. Mr. Marts concluded his comments by saying he welcomes the Roundtable's suggestions.

Member and guest comments:

- Ms. Malaske-Samu mentioned that at a meeting earlier in the week, Ms. Nora Armenta of LAUSD spoke to the challenge of fully enrolling their early education sites, with openings scattered throughout the district. Ms. Malaske-Samu suggested LAUSD as another connection for enrolling children under the auspices of DCFS to fill the vacancies. Ms. Escobedo added that she is hearing from providers that they are currently enrolling.

- Ms. Terry Ogawa suggested sharing the information on openings and system with Probation. Mr. Dave Mitchell said he would information on openings to share with his staff.

- Ms. Armenta relayed that LAUSD has no residency restrictions, is opening four new schools, and is eager to share vacancy information with the County departments.

- Mr. Gray mentioned that the database is not owned by DCS, so they may be able to share it. Manually, they can share information about spaces with offices that may have eligible families with qualifying children.

- Mr. John Berndt asked, "What is the best solution for getting information out on vacancies?" Ms. Malaske-Samu suggested that a conversation is needed with the Child Care Resource and Referral (R&R) Agencies.

- Mr. Dennis stated that there is a lot of competition for four year olds – Head Start, State Preschool and Los Angeles Universal Preschool (LAUP). Data is needed on where there are four year olds and what are the needs of the community to better target recruitment.

Ms. Escobedo responded that work is underway to pinpoint the location of programs for different ages, including the availability of part- and full-day. There are only five zip codes total with a priority for part-day preschool. The next phase is looking at service areas and the changing boundaries of agencies and allocations. Mr. Berndt commented that territorial issues come up with respect to allocations even though the Los Angeles County Office of Education (LACOE) has the authority to make allocation changes with respect to its delegate agencies and subcontractors. Given the political climate, LACOE does not want to deal with allocations; however it will need to as spaces are not filled.

Dr. McCroskey suggested a further discussion around what she defined as the two pieces of the puzzle: 1) data and adjustments that allow for more timely recruitment; and 2) County departments that touch families with young children needing timely information about resources. She commented that information does not flow well across boundaries, however she is convinced that if the pieces are known, technology can be a useful tool in helping make the connections. Mr. Gray added that if they receive the information about spaces, they can target to particular communities. He offered a more comprehensive presentation on the system to the Roundtable at a future meeting.

Ms. Malaske-Samu raised complications in that Head Start and State Preschool only serve three and four year olds and the bulk of those services are part-day. Challenges increase with larger families. Legislators must be convinced of the value of full day services for children from birth to five. Dr. McCroskey suggested looking at the local level to blending funding streams around part-day to create full-day. It would be important for the R&Rs to participate in this discussion.

Dr. McCroskey thanked Mr. Marts, Mr. Gray and their team for doing something without extra money.

5. FIRST 5 LA UPDATE

- **Budget Actions**

Next, Mr. Dennis reported on agenda items from last month, which included approving the 2011-12 budget of $176 million. Key pieces of First 5 LA's approved budget include: 1) $36 million for the workforce consortium lead by LAUP and including the R&Rs, LACOE, the California State University and community colleges and the Office of Child Care; 2) extension of Partnerships for Families (PFF) for $15 million; 3) extension of the School Readiness Initiative to June 2012; 4) community investments allocation of $500,000 to support implementation of the Child Care Policy Framework; 5) $5 million for the data initiative; 6) $10 million for tots in parks; 7) $35-40 million for a health and nutrition program through the County Department of Public Health. All allocations are for five years except for community investment funds, which is a one-year grant and the extension of funding for PFF. With respect to the grant to support the Policy Framework, Mr. Dennis suggested being strategic on using the funds and in a way that ensures ownership of implementation stays with the Roundtable. Ms. Jessica Kaczmarek of First 5 LA commented that they are looking at how to invest strategically and leverage other funding, adding that once a plan is in place, it will need to be presented to the Commission for final approval. Ms. Malaske-Samu and Dr. McCroskey are scheduled to meet with First 5 LA staff next week.

Ms. Armenta announced that First 5 LA is matching contributions made to LAUSD early education programs through DonorsChoose, an on-line charity to support students in the classroom.

- **Status of Lawsuit**

Mr. Duane Dennis reminded members and guests that First 5 LA is part of a group of First 5 Commissions awaiting the judge's decision expected by the end of November. Depending on the decision, there could be appeals.

6. ANNOUNCEMENTS AND PUBLIC COMMENT

Ms. Kate Sachnoff of First 5 LA announced a panel discussion on "Children's Health: Obesity Prevention under Health Care Reform" scheduled for Friday, September 30th. Flyers were distributed.

7. CALL TO ADJOURN

The meeting was adjourned at 12:15 p.m.

Commissioners Present:
Ms. Nora Armenta
Mr. Duane Dennis
Ms. Ann Franzen
Ms. Michael Gray
Ms. Dora Jacildo
Ms. Kathy Malaske-Samu
Dr. Jacquelyn McCroskey
Ms. Stacy Miller
Ms. Terri Chew Nishimura
Mr. Adam Sonenshein
Ms. Esther Torrez
Ms. Mika Yamamoto

Guests:
Ms. Jeannette Aguirre, Probation Department
Mr. John Berndt, Los Angeles County Office of Education (LACOE)
Ms. Leticia Colchado, Department of Public Services
Dr. Robert Gilchick, Department of Public Health
Ms. Mary Hammer, South Bay Center for Counseling
Ms. Jessica Kaczmarek, First 5 LA
Ms. Jennifer Kantma, Probation Department
Mr. Dave Mitchell, Probation Department
Ms. Sheena Nahm, Zero to Three
Ms. Terry Ogawa
Ms. Kate Sachnoff, First 5 LA
Dr. Randi Wolfe

Staff:
Ms. Laura Escobedo
Ms. Michele Sartell

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Proposition 98

Classroom Instructional Improvement and Accountability Act

Sharon Scott Dow
Director of Governmental Relations
Advancement Project

History

- Proposition 98 was passed by voters in 1988
- Amended the California Constitution to mandate a minimum level of K-12 and Community College education spending based on three tests
- Currently Proposition 98 protects about 45 percent of the General Fund for K-14 education

- Proposition 98 provides K-14 schools with a guaranteed funding source that grows each year with the economy and the number of K-12 students
- Not all of Proposition 98 is state funding: It is a combination of state General Fund and local property tax revenues

Funding Breakout

- Proposition 98 constitutes over 70% of total K-12 funding and about 67% of total community college funding
- The split between K-12 and CCs in not defined
- Lottery – Less than 2% of school district funding
- Rest is Federal and Local
- School facilities are separate

Test 1

Used only in 1988 to 1989, requires spending on education to make up at least 39% of the state budget

Test 2

Used in years of strong economic growth, requires spending on education to equal the previous years spending plus per capita growth and K-12 student enrollment adjustment

Test 3

Used in years of weak economic growth guarantees prior years spending plus adjustment for K-12 enrollment growth, increases for any changes in per capita general fund revenues, and an increase by 0.5 percent in state general funds

Augmentations Above Minimum Guarantee

If state appropriates funding for K-14 education above the minimum guarantee, it becomes part of the Prop 98 base and is used for calculating the funding level for the next year

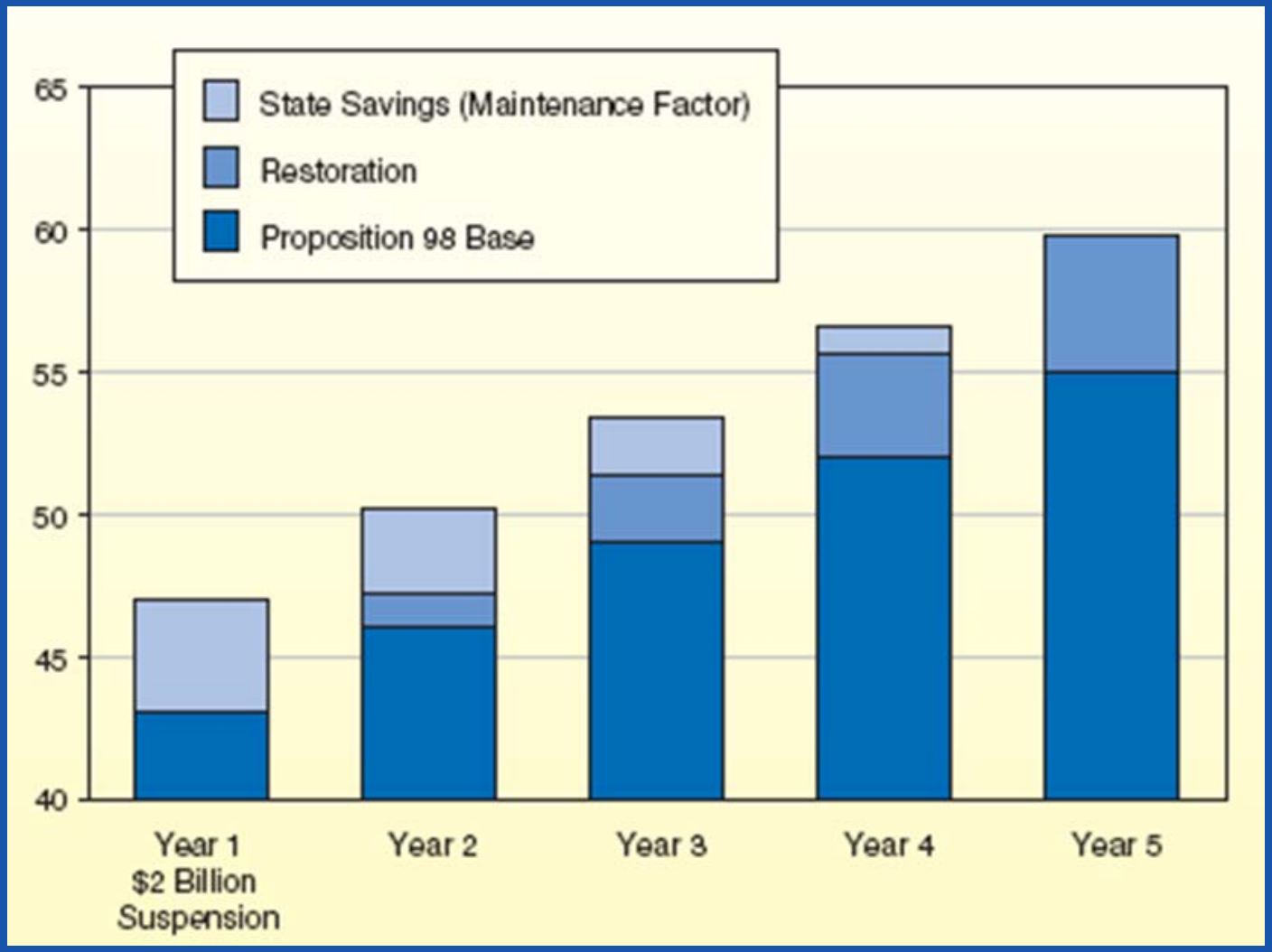
Suspension

- Proposition 98 may be suspended by 2/3 vote of the Legislature
- This has happened only once (2004-05)
- When suspended, the state has an obligation to make up any funds lost in future years
- Make up is not retroactive

Maintenance Factor

- If Test 3 is used, or if Proposition 98 is suspended, the amount saved (the difference between what Test 2 would have provided and what was provided) must be restored over time to the minimum guarantee level, beginning in the next year in which the percentage growth in per capita General Fund revenues exceeds the percentage growth in per capita personal income

Maintenance Factor



Maintenance Factor

The maintenance factor for 2011-12 is increased to 19.754% for school districts and 20.041% for county offices of education

In the last three years alone, funding for K-12 schools has been cut and deferred by more than $18 billion, or about $1,900 per student

The Child Care Move

- Lawmakers inserted child care into the minimum funding guarantee – sparked litigation from the California Teachers Association
- The courts gave deference to Legislature on child care
- The 2011-12 State Budget moved child care out of Proposition 98 as a means of lowering the funding guarantee

Why?

- Saddled with a $10 billion GF budget gap and a Republican minority that refused to consider tax extensions, the Brown Administration had little choice but to look wherever it could to find savings
- By transferring child care outside of Proposition 98, the state saved about $100 million – “workload reduction”

- According to DOF, child care costs are inflated when the item is inside the Proposition 98 because the funding formula contains locked-in spending obligations
- DOF noted that child care has grown at a faster rate than other areas of Proposition 98 and thus crowded out funding for schools

- The administration wanted to protect dollars going for classroom instruction
- The shift will leave schools with less funding in future years because Proposition 98 grows incrementally based on the level of funding from the prior year
  - If a spending area is removed, the base level goes down and schools get less the following year

Basic Math

- Proposition 98 calculation increases the prior-year's Proposition 98 funding level by the growth in K-12 attendance and growth in the economy as measured by per capita personal income

K-12 ADA X PCPI = Prop 98

2011-12 Budget

- For 2011-12, the Proposition 98 Guarantee is $48.7 billion, of which $32.9 billion is General Fund. This Guarantee level reflects an increase in General Fund revenues in 2011-12, the expiration of a variety of short-term tax increases, and the rebenching of the Guarantee for revenue and program shifts

Rebenching

- Proposition 98 funding will grow by about 40% of the new projected revenue, but that will not happen with this budget because of several “rebenching” maneuvers

- Permanently shifting child care program costs out of Proposition 98 lowers the guarantee – this removes the “workload”

- Changes to Redevelopment Agencies shift state funds to counties, but require that most of $1.7 billion be directed to school districts within those redevelopment areas and count towards the Proposition 98 guarantee (reducing the need for state general funds) for 2011-12 only; in future years the payments to schools will be less ($340 million) but will be in addition to Proposition 98 dollars

Rebenching 98

- Proposition 98 constitutional formula, K-14 education is guaranteed the same percentage of General Fund revenue that was provided in 1986-87
- When a factor in the calculation changes or a new program is added or subtracted, Proposition 98 is “rebenched” to accurately reflect the base year distribution of state revenues to K-14 education

2011-12 – Four New 98 Rebenching Impacts

- An increase of $578.1 million to ensure that the Guarantee does not decrease with the shift in motor vehicle fuel revenues
  - Legislation eliminated the sales tax and increased the excise tax on motor vehicle fuel in 2010-11, reducing the amount of revenue that is counted as General Fund within the State Appropriation Limit for the purposes of the Proposition 98 calculation

- An increase of $221.8 million to reflect the inclusion of mental health and out-of-home care services within the Guarantee
  - The Budget shifts responsibility for mental health services, including out-of-home residential services, from local mental health and county welfare departments to school districts

- A decrease of $1.134 billion to reflect the exclusion of child care programs, with the exception of part-day preschool programs, from Proposition 98
  - The Budget shifts the Child Care program fund source from Proposition 98 General Fund to non-Proposition 98 General Fund

- A decrease of $1.7 billion to ensure that the total Guarantee is unchanged as a result of new local revenue related to redevelopment agencies
  - The Budget requires local agencies to provide remittances totaling $1.7 billion in 2011-12 to K-12 school districts and county offices of education located within the project area of a redevelopment agency

An Additional Adjustment

- Proposition 98 is decreased $2.1 billion as a result of the reduction in General Fund sales tax revenue related to the realignment of public safety programs to counties

K-12 Reductions

- Defer $2.1 billion in K-12 Education spending — this additional deferral is necessary to maintain funding for K-12 education programs at the 2010-11 funding level

Prop 98 Reductions

- Part-Day State Preschool — A decrease of $62.3 million, reflecting the following
  - (1) a decrease of $16.1 million to reduce income eligibility to 70 percent of the State Median Income; and
  - (2) a decrease of $46.2 million to reduce provider contracts across-the-board

Non-98 Reductions

- A decrease of $180.4 million to child care and development programs reflecting:
  - $37.4 million to reduce license-exempt provider rates from 80 percent to 60 percent of licensed rates for voucher-based programs
  - $12.4 million to reduce income eligibility to 70 percent of the State Median Income
  - $130.7 million to reflect an across the board reduction in provider contracts

CA's Community Colleges

2.5 Million Students

112 Colleges

CA's K-12 Public Schools

2011-12 School Year Estimates

- 1,042 School Districts
- 9,903 Schools
  - 800 charter schools (8%)
- 6,252,000 Students TK-12
  - 250,000 charter school students (4%)

- 1,589,543 Students in LA County
  - 667,273 Students in LAUSD

The 2011-12 Budget Deal

- K-12 schools are due to receive roughly the same amount of funding they had last year, even as the state expects a surge in tax revenues. Under Proposition 98's constitutional provisions, California is required to give about 40 percent of any tax spike to K-12 schools, and the school groups believe that amounts to the $2.1 billion they are seeking.

- To avoid that requirement, lawmakers and Brown agreed to a onetime diversion of $5.1 billion in sales tax dollars to counties to pay for new responsibilities, such as housing state prisoners in local jails; as part of the deal with CTA, state leaders agreed to seek taxes on the 2012 ballot and to reimburse schools for the $2.1 billion retroactively if those taxes fail

- At the time, state leaders believed that may have been enough to avoid a lawsuit on the Proposition 98 issue, but the school groups were never satisfied with how the budget turned out

ACSA-CSBA Lawsuit

- The ACSA-CSBA coalition filed a lawsuit concerned that the latest budget action sets a bad Proposition 98 precedent
  - This group fears that state leaders may use similar maneuvers in future budgets to pay schools below the constitutional guarantee, noting that lawmakers can change their promise to pay $2.1 billion retroactively at any time because it is not embedded in the constitution

- The budget was passed by a majority vote, and balancing the budget required Proposition 98 funding guarantees to be either suspended or reduced, which requires a 2/3 vote, the Legislature reduced Proposition 98 by taking child care funding out of Proposition 98

2011-12 Budget Bills

- SB 70 – Education Budget Trailer Bill – signed March 24, 2011. Note that some of the provisions of SB 70 were changed by AB 114
- SB 72 – Human Services Budget Trailer Bill – signed March 24, 2011. Note changes contained in AB 106
- SB 87 – Budget Bill – signed June 30, 2011
- AB 114 – Education Trailer Bill – signed June 30, 2011
- AB 106 – Human Services Budget Trailer Bill – signed June 29, 2011
- AB 121 – Trigger Trailer Bill (authorizes mid-year cuts) – signed June 30, 2011

Proposition 98 Split

General Fund Budget Summary
With All Budget Solutions
(Dollars in Millions)

	2010-11	2011-12
Prior Year Balance	-$4,507	-$1,206
Revenues and Transfers	$94,781	$88,456
Total Resources Available	**$90,274**	**$87,250**
Non-Proposition 98 Expenditures	$55,789	$53,058
Proposition 98 Expenditures	$35,691	$32,879
Total Expenditures	**$91,480**	**$85,937**
Fund Balance	**-$1,206**	**$1,313**
Budget Reserves:		
Reserve for Liquidation of Encumbrances	$770	$770
Special Fund for Economic Uncertainties	-$1,976	$543

Revenues

2011-12 Revenue Sources
(Dollars in Millions)

	General Fund	Special Funds	Total	Change From 2010-11
Personal Income Tax	$50,408	$1,047	$51,455	$556
Sales and Use Tax	19,009	9,713	28,722	-2,413
Corporation Tax	9,012	-	9,012	-951
Highway Users Taxes	-	5,509	5,509	-133
Motor Vehicle Fees	173	5,768	5,941	-746
Insurance Tax	1,893	-	1,893	-293
Liquor Tax	326	-	326	8
Tobacco Taxes	91	782	873	-25
Other	7,544	9,159	16,703	1,526
Total	**$88,456**	**$31,978**	**$120,434**	**-$2,471**

Note: Numbers may not add due to rounding.

Expenditures

2011-12 Total Expenditures by Agency

(Dollars in Millions)

	General Fund	Special Funds	Bond Funds	Totals
Legislative, Judicial, Executive	$3,151	$3,039	$340	$6,530
State and Consumer Services	624	743	20	1,387
Business, Transportation & Housing	603	8,043	5,195	13,841
Natural Resources	1,946	2,377	1,000	5,323
Environmental Protection	51	1,050	369	1,470
Health and Human Services	23,043	13,865	166	37,074
Corrections and Rehabilitation	9,821	24	-	9,845
K-12 Education	34,302	84	1,380	35,766
Higher Education	10,248	41	851	11,140
Labor and Workforce Development	371	376	-	747
General Government				
Non-Agency Departments	469	1,614	2	2,085
Tax Relief/Local Government	996	1,737	37	2,770
Statewide Expenditures	312	1,187	-	1,499
Total	**$85,937**	**$34,180**	**$9,360**	**$129,477**

Note: Numbers may not add due to rounding.

Analysis

- Cuts would have been the same whether inside or outside Prop 98
- The authors of Prop 98 never intended that child care be part of the initiative
- A lawsuit was brought to decide if child care could be Prop 98
- A majority of legislators have supported welfare support systems

- Should there be a move to rename child care to something “education” related?
- Should child care be taken out of the welfare program?
- Should “administration” be broken out?
- What are the real balances that protect child care and how can we improve the lot of children of all ages as a strong united advocacy campaign?

Thank You

Sharon Scott Dow

Director of Governmental Relations

Advancement Project

Policy Roundtable for Child Care

222 South Hill Street, Fifth Floor, Los Angeles, CA 90012

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

Date: September 30, 2011

To: Gary Akopyan
Intergovernmental Relations and External Affairs

From: Kathleen Malaske-Samu, Director
Office of Child Care
Service Integration Branch

Michele P. Sartell, Program Specialist III
Office of Child Care
Service Integration Branch

RECOMMENDATIONS FOR COUNTY OF LOS ANGELES
STATE LEGISLATIVE AGENDA FOR SECOND SESSION OF 2011-12
CHILD CARE AND DEVELOPMENT ITEMS

This memorandum responds to the request for review and update of the County's State Legislative Agenda for the second year of the 2011-12 legislative session. These recommendations, which are specific to issues relating to child care and development and include input from the Child Care Planning Committee (Planning Committee), were approved by the Policy Roundtable for Child Care (Roundtable) September 14, 2011.

Attached to this memorandum is the Public Policy Platform identifying each of the legislative items in bold as written in the current 2011-12 State Legislative Agenda accompanied by in depth descriptions of the respective items. As such, the Roundtable recommends referencing the availability of the Public Policy Platform document in the material presented to the Board of Supervisors and be made available to the general public through the County and/or Office of Child Care website.

1.3 Child Care and Development

The Roundtable recommends that the previously adopted nine policies and positions pertaining to the child care and development items listed in this section of the current 2011-12 State Legislative Agenda remain in effect. To support the recommendations, attached is the Planning Committee and Roundtable's revised Public Policy Platform for the Second Year of the 2011-12 Legislative Session (Platform). The Platform offers examples of efforts that may be addressed by proposed legislation and/or State budget during the upcoming Legislative Session. As mentioned previously, this recommendation includes a request to reference the Public Policy Platform and make it available to the Board of Supervisors and the general public through a website link.

Nora Armenta
Maria Calix
Nancy Carter
Duane C. Dennis
Bobbie Edwards

Ann E. Franzen
Michael Gray
Carollee Howes, Ph.D.
Dora Jacildo
Charlotte Lee

Kathleen Malaske-Samu
Jacquelyn McCroskey, D.S.W.
Stacy Miller
Terri Chew Nishimura, MA, OTR/L
Arlene Rhine

Connie Russell
Adam Sonenshein
Esther A. Torrez
Mika Yamamoto
Ruth M. Yoon
Sarah Younglove

Support for Legislative Items Recommended by County Departments

In March of 2011, the Board of Supervisors adopted the update to the 2009 Child Care Policy Framework, which is designed to support the integration of child care and development into the services offered by County departments and its community members. It is also intended to engage Los Angeles County as a collaborative partner with the child care and development community in efforts to expand access to and the supply of quality child care and development services. As such, County departments represented on the Roundtable are considering recommended modifications to their respective department's existing legislative items or new items that would allow for advocacy around trends to integrate systems serving children and families. The following recommended items are consistent with implementation of the Policy Framework and the Public Policy Platform and are supported by the Roundtable. Suggested revisions to existing items are highlighted in gray; suggested additional items are indicated with bullets.

1.1 Child Welfare Services

8. Support funding for parenting programs and access to high quality child development programs that strengthen parenting skills and promote optimal child development aimed at pregnant and parenting teens.

2.4 Parks

New:

- Support proposals to fund programs at park facilities aimed at building social connections among parents and their community and provide accurate and timely information about child development and effective parenting strategies.

4.6 Public Health

10. Support measures that expand, provide additional funding for, reduce barriers to and increase enrollment in food assistance programs by child care and development programs serving low-income families, including increasing income guidelines and benefits for Federal and State Food Assistance Programs.

6.7 Juvenile Justice

New:

- Support funding to increase access to high quality child care and development programs that strengthen parenting skills and promote optimal child development for pregnant and parenting youth involved in the juvenile justice system.

8. Mental Health

New

- Support measures to fund early mental health services in natural settings, such as child care and development programs, for children from birth to five years old and their families and include capacity-building of the professional staff working in those settings.

10.2 CalWORKs

12. Support proposals that simplify the CalWORKs Child Care Program to increase access to child care and high quality programs that promote optimal child development and eliminate child care as a barrier to welfare-to-work activities and employment.

10.11 Homelessness

1. Support proposals which provide additional resources for meeting the housing and related supporting service needs of special populations, including families with young children, elderly, disabled and mentally ill persons.

If you have any questions regarding these recommendations, please contact Kathy by e-mail at kmalaske@ceo.lacounty.gov or by telephone at (213) 974-2440 or Michele by e-mail at msartell@ceo.lacounty.gov or by telephone at (213) 974-5187.

KMS:MPS

cc: Debbie Snell, Intergovernmental Relations and External Affairs
Trish Ploehn, Service Integration Branch/Chief Executive Office
Lesley Blacher, Service Integration Branch/Chief Executive Office
Laura Escobedo, Child Care Planning Committee
Jacquelyn McCroskey, Policy Roundtable for Child Care
Bobbie Edwards, Child Care Planning Committee

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County of Los Angeles
Child Care Planning Committee and Policy Roundtable for Child Care

Office of Child Care

PUBLIC POLICY PLATFORM
Second Year of 2011-12 Legislative Session

Introduction

The Child Care Planning Committee (Planning Committee) and Policy Roundtable for Child Care (Roundtable) promote policies designed to increase the availability of and access to affordable, high quality early care and education programs for all children and their families of Los Angeles County. This public policy platform presents current and emerging policy issues in early care and education that are consistent with the County of Los Angeles State Legislative Agenda for the Second Year of the 2011-12 Legislative Session. The platform identifies each of the legislative agenda items in **bold** followed by examples of efforts that may be addressed by proposed legislation and/or the proposed state budget.

Platform Issues

1. **Support efforts to enhance the quality of early care and education that set high standards for all services and program types and address the needs of all children, including those with disabilities and other special needs, and their families.**

   Such efforts should include, but not be limited to:

   - Addressing the early care and education needs of children from birth through age 12, including infants and toddlers, preschool and school age children, and children with disabilities and other special needs up to age 22, and their families.
   - Enhancing the quality of centers, family child care homes, and license-exempt care providers.
   - Promoting a strengthening families approach to meet the needs of children at risk for abuse, neglect or sexual exploitation or under the supervision of the child welfare system and children of families under the supervision of Probation.
   - Integrating early identification and intervention systems that recognize and respond early to young child who may be at risk for disabilities and other special needs.

2. **Support efforts to develop and implement a statewide quality rating and improvement system and a system to adjust reimbursement rates based on demonstrated quality.**

   Such efforts should include, but not be limited to:

   - Promoting engagement of parents that supports their child's development and learning and providing parents with clear, concise information on the quality of early care and education settings.
   - Encompassing early learning standards that are research-based**,** culturally responsive to children from diverse cultural and linguistic backgrounds, aligned with existing regulatory systems and local quality initiatives, recognize and respond to the individual needs of children in group settings, and attends to families' needs for comprehensive services.

- Building an infrastructure of technical assistance, financial supports and training, all of which are tied to defined quality standards, to help early care and education programs achieve and maintain high quality services.

3. **Support efforts to develop and sustain a well educated and highly skilled professional workforce prepared to serve the cultural and linguistically diverse child and family populations of Los Angeles County.**

   Such efforts should include, but not be limited to:

   - Focusing on teachers gaining skills and demonstrating competencies in the following areas: best practices in working with dual language learners, proficiency in recognition and response to children with disabilities and other special needs, engaging parents and guardians, and expertise on the spectrum of child development from birth through early adolescence. Workforce practice must be based on established early care and education foundations and research.

   - Expanding early childhood educators' access to higher education through stipend programs, grant funds and loan forgiveness programs, higher compensation when they attain post-secondary degrees, and benefits (i.e. health insurance and retirement plans).

   - Facilitating child development or early childhood education coursework coordination and articulation between the community colleges and California State University (CSU) and University of California (UC) systems.

   - Supporting efforts to enhance the quality of the license-exempt care workforce and facilitating connections between license-exempt care and the larger system of early care and education.

   - Supporting alignment of teacher requirements under Title 22 with teacher requirements under Title 5.

4. **Support efforts to ensure the health and safety of all children cared for in licensed early care and education facilities as afforded by timely, regular, and frequent on-site monitoring by the California Department of Social Services, Community Care Licensing Division (CCLD).**

   Such efforts should include, but not be limited to:

   - Restoring inspections, at a minimum, to pre-2004 levels of centers annually and family child care homes triennially.

   - Advocating for, at a minimum, annual unannounced inspections of all licensed facilities.

   - Providing that CCLD is sufficiently funded, staffed and held accountable to meet the standards and provide technical assistance and resources to current and future licensees.

- Ensuring that costs of obtaining and renewing the license (or licenses for programs with multiple sites) is reasonable and not an extraordinary burden to the licensee's cost of doing business.

5. **Support efforts to adequately fund high quality early care and education services for all children from low and moderate income families.**

   Such efforts should include, but not be limited to:

   - Increasing access to high quality subsidized services for all eligible children, including infants and toddlers and children with disabilities and other special needs as well as preschool and school age children.

   - Increasing levels of reimbursement in the Standard Reimbursement Rate (SRR) and the Regional Market Rate (RMR) to compensate providers for the true cost of high quality services.

   - Developing a system to adjust reimbursement rates based on demonstrated quality.

   - Increasing funds for expansion of high quality full-day, full–year services for all ages.

   - Offering tax incentives to businesses to provide or pay for employee's child care.

   - Ensuring that the income ceiling for eligibility for State subsidized care reflects the current State Median Income (SMI), adjusted by region if appropriate.

   - Opposing proposals that would reduce subsidized child care rates based on geographic location.

6. **Support efforts to streamline administrative processes to expand access for low-income families, ensure continuity of care, and promote flexible use of child care and development funding to meet the needs of families.**

   Such efforts should include, but not be limited to:

   - Allowing administrative efficiencies such as multi-year contracting, grant-based funding, and waivers on program rules and regulations to allow flexibility of services based on community and family needs.

   - Ensuring agencies have the capacity to connect with and serve the most vulnerable and the most difficult-to-serve families.

   - Maintaining affordable family fees that do not exceed eight percent of gross family income.

   - Allowing for various systems that serve vulnerable and low-income children and families to streamline administrative functions and share information in order to facilitate the enrollment of children in subsidized early care and education programs and to participate in joint data collection efforts.

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

   Such efforts should include, but not be limited to:

   - Integrating early care and education in specific plans for land use, housing, transportation, economic, workforce, and community development.

   - Facilitating the cost effective construction or renovation of early care and education facilities in communities with unmet needs for these services.

8. **Support proposals designed to prevent, detect, investigate and, when appropriate, prosecute fraud in subsidized child care programs.**

9. **Support efforts to ensure that vulnerable children and their families have access to consistent, uninterrupted subsidized early care and education services.**

   Such efforts should include, but not be limited to:

   - Making sure that California Work Opportunity and Responsibility to Kids (CalWORKs) families have access to high quality, consistent early care and education services that provide the children with school readiness skills, ensuring that participating families are afforded the time and information needed to evaluate their early care and education options and make sound choices, and that allow parents to pursue or maintain employment.

   - Promoting, facilitating and supporting consistent and continuous participation of children under the supervision of the child welfare system and Probation and their families in high quality programs that promote healthy child development and support effective parenting.

   - Ensuring that all subsidized children – infants and toddlers, preschool age, and school age children – and their families have access to consistent and continuous high quality early care and education services that partner with parents to promote children's healthy growth and development and prepare them for school and life, and meet the needs of families.

   - Tackling the needs of pregnant and parenting teens to ensure their access to high quality early care and education services that support their academic goals, promote positive and effective parenting skills, and contribute to their child's healthy growth and development.

County of Los Angeles Child Care Planning Committee and Policy Roundtable for Child Care
Joint Committee on Legislation

LEGISLATION BEING CONSIDERED BY THE CALIFORNIA STATE LEGISLATURE – 2011 AND FEDERAL LEGISLATURE – 112TH CONGRESS

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 10/11/11)
LEGISLATION BEING CONSIDERED BY THE CALIFORNIA STATE LEGISLATURE - 2011								
California Assembly Bills								
Inactive	AB 1 (Pérez)	Would reappropriate $118 million in unobligated balances appropriated in the Budget Act of 2009 and from the federal Child Care and Development Block Grant (CCDBG) and would also appropriate $115.5 million from the General Fund to the California State Department (CDE) for CalWORKs Stage 3 Child Care services. Funding would cover Stage 3 child development services retroactive to October 31, 2010.	Superintendent of Public Instruction Torlackson	Gail Gronert 916.319.2046				Introduced: 12/6/10 Amended: 1/14/11 Assembly Inactive File
NEW	AB 101 (Pérez)	Authorizes family child care providers to choose a certified provider organization to represent them. Among the functions, the certified provider organization would be allowed to meet with state regulatory agencies and negotiate on matters with the Department of Personnel Administration in consultation with the Superintendent of Public Instruction (SPI) and other state agencies that administer publicly funded child care. The bill would prohibit the organization from calling strikes and from interfering with, intimidating, restraining, coercing family child care providers joining or refusing to join in the organization. Family child care providers would maintain their status as independent business owners.	AFSCME, SEIU			Child Care Providers Union, Children's Advocacy Institute, San Mateo County Center Labor Council	CAEYC, CCDAA, CDPI, PACE	Amended: 9/2/11 Enrolled: 9/20/11 *Vetoed by the Governor: 10/4/11* *Veto Message, in part:* Maintaining the quality and affordability of childcare is a very important goal. So too is making sure that working conditions are decent and fair for those who take care of our children. Balancing these objectives, however, as this bill attempts to do, is not easy or free from dispute. Today CA, like the nation itself, is facing huge budget challenges. Given that reality, I am reluctant to embark on a program of this magnitude and potential cost."

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 10/11/11)
Watch	AB 123 (Mendoza) Chapter 161	Would expand the provision regarding the charge of misdemeanor against persons entering school grounds or the adjacent who are disruptive to also apply to persons who willfully or knowingly create disruptions with intent to threaten the immediate physical safety of any pupil in preschool, kindergarten or 1st through 8th grades.	Los Angeles Unified School District (LAUSD)	Gabby Villanueva 916.319.2056		AFSCME, CA State Sheriffs' Association, CA School Employees Association, LA Sheriff's Dept, Whittier School District, Junior League of CA		Introduced: 1/10/11 Enrolled: 7/18/11 *Approved by Governor: 8/3/11*
Watch	AB 245 (Portantino) *Two-year bill*	Would require the *CDE, at the request of the contractor, to request the Controller to make a payment* via direct deposit by electronic fund transfer in to the contractor's account at their financial institution of choice.	California Alternative Payment Program Association	Diane Shelton 916.319.2044		AFSCME, CCCRRN, CCIS, Valley Oak Children's Services, YMCA of the Central Bay Area		Introduced: 2/3/10 Amended: 4/25/11 Amended: 5/11/11 In Senate Committee on Appropriations Held under submission

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 10/11/11)
1	AB 419 (Mitchell) *Two-year bill*	Would require, at a minimum, an annual inspection of child development centers *using prescribed inspection protocols* to ensure the quality of care provided. Would require, at a minimum, inspections of family child care homes once every two years *using prescribed inspection protocols* to ensure the quality of care provided. ~~*Initial application and renewal fees for licenses would increase by 10%. Would eliminate the $200 correction fee, replacing it with a re-inspection fee of $100 when inspection of facility necessary to ensure the violation has been corrected.*~~ Inspection protocols to be research-based, field tested, reviewed by stakeholders and evaluated annually to ensure facilities in compliance with licensing requirements. All inspections to include review of all zero tolerance violations. Certain triggers shall require a comprehensive inspection.	Child Care Resource and Referral Network (CCRRN), Preschool CA	Tiffani Alvidrez 916.319.2047		Advancement Project, Aging Services of CA, Alzheimer's Assoc, BANANAS Inc., Bay Area Council, CA Assisted Living Association, CA Child Care Coordinators Assoc, CCDAA, CA Head Start Assoc, CA State PTA, Central Valley Children's Services Network, Child Care Resource Center, CDPI, Children Now, Choices for Children, Community Child Care Council of Alameda Co, Community Child Care Council of Sonoma County, Community Resources for Children, Contra Costa Child Care Council, Crystal Stairs, Del Norte Child Care Council, Dept of Defense-State Liaison Office, Military Community and Family Policy, Early Care and Education Consortium, Family Resource and Referral Center, Fresno County Office of Education, LAUP, Marin Child Care Council, MAOF, Pathways, PACE, Solano Family & Children's Services, Valley Oak Children's Svcs, Wu Yee Children's Services, Zero To Three	CA Council of Community Mental Health Agencies	Introduced: 2/14/11 Amended: 4/14/11 Amended: 4/28/11 Committee on Appropriations Held under submission
Watch	AB 596 (Carter) *Two-year bill*	Would require the California Department of Education (CDE) to collaborate with welfare rights and legal services to develop and adopt regulations and other policy statements to provide CalWORKs recipients of child care the same level of due process and procedural protections as afforded to public assistance recipients.	Coalition of California Welfare Rights Organization	Esther Jimenez 916.319.2062		AFSCME, CA Communities United Institute, Child Care Law Center, Western Center on Law and Poverty	CDPI, PACE	Introduced: 2/16/11 Passed Committee on Human Services; referred to Committee on Appropriations

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 10/11/11)
Watch	AB 823 (Dickenson) *Two-year bill*	Would, to the extent that federal or private funds are deposited with the state and appropriated by the Legislature, establish the Children's Cabinet of California to serve until 1/1/2019 as an advisory for improving the collaboration *among* agencies that serve children and youth. The advisory to include the SPI, Secretary of CA Health and Human Services, Chief Justice of CA, and heads of eight identified state agencies plus two members each representing the Senate and Assembly. *Cabinet to hold ~~public~~ meetings, at minimum, quarterly.* Report to be submitted to the Governor and Legislature every odd year to include recommendations on ways to improve coordination of services to children, youth and their families.	Children Now	Celia Mata 916.319.2009		American Academy of Pediatrics, California (AAP-CA), AFSCME, Aspiranet Bay Area Council, CA Coalition for Youth, CA Family Resource Assoc, CA School Health Assoc, CA School Health Centers Assoc, CA State PTA, Children's Defense Fund-CA, Children's Hospital Assoc, First 5 Fresno County, Lucile Packard Children's Hospital, Merced County Local Child Care and Development Planning Council, Mission Focused Solutions, The Child Abuse Prevention Center, The Children's Partnership		Introduced: 2/17/11 Amended: 4/12/11 Amended: 4/28/11 Amended: 5/27/11 Amended: 6/27/11 Amended: 7/12/11 Amended: 8/15/11 In Senate Committee on Appropriations Held under submission
Watch	AB 884 (Cook) *Two-year bill*	Would require any law enforcement entity notified of registration of a sex offender who has committed a sex crime against a child under 14 years old to provide notice to all persons living within 1000 feet of the residence of the convicted offender; notice to also go to all schools and child development centers and services within the area of the offenders residence.	More Kids	Tim Itnyre 916.319.2065			CA Attorneys for Criminal Justice	Introduced: 2/17/11 Committee on Public Safety Hearing: cancelled
Watch	AB 889 (Ammiano)	Would regulate wages, hours and working conditions of domestic work employees. Does not apply to certain child care providers exempt from licensing. Would apply to nannies.				ACLU, Asian Amer for Civil Rts & Equality, Asian Immigrant Women Advocates, CHIRLA, National Lawyers' Guild, and more	CA Assoc for Health Svcs at Home, CA Chamber of Commerce, CA Disabilities Svcs. Assoc, and more	Introduced:2/17/11 Amended: 4/6/11 Amended: 5/4/11 Amended: 5/27/11 Amended: 6/23/11 Amended: 7/12/11 In Senate Committee on Appropriations Held under submission

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 10/11/11)
	AB 1072 (Fuentes)	Would establish the CA Promise Neighborhoods Initiative in the Office of Economic Development (OED), which would be required to establish 40 promise neighborhoods across the state to maximize collective efforts within communities. Existing state and federal funds would be used to implement the article. Would require cities, counties and school districts electing to participate in the initiative to show coordinating multiple grant funds in planning and implementation. The OED to work with CA Health and Human Service Agency and local counties to establish participation goals for government health and food programs. Schools and districts in promise neighborhood to receive priority consideration for ASES Programs, CA Partnership Academies, and more. Similarly, OED to work with Employment Development Department, CA Workforce Investment Board and Employment Training Panel to ensure implementation; cities and counties located in promise neighborhoods to receive priority for certain programs and grants.				Boyle Heights Learning Collaborative, Broadous Ready for School Resource Center, CA State PTA, Friends of the Family, InnerCity Struggle, L.A.C.E.R. Afterschool Progs, Nury Martinez, Member, Bd of Ed - City of LA,, LAUSD Dist 2, Pacoima Charter School, Proyecto Pastoral, Selma Avenue Elem School, Thai Community Dev Center, Vaughn Next Learning Center, Youth Policy Institute, and more		Introduced: 2/18/11 Amended: 3/31/11 Amended: 5/27/11 Amended: 6/21/11 In Senate Committee on Appropriations Held under submission
	AB 1199 (Brownley) *Two-year bill*	Would require the CDE to extent funding is available to conduct an evaluation of the centralized eligibility lists maintained and administered by the Alternative Payment (AP) Program agencies in each county to determine their success in enabling families to obtain information on available child care program and to obtain care. Evaluation to be completed by January 1, 2013 for submission to Legislature.		Gerry Shelton 916.319.2087				Introduced: 2/18/11 Committee on Education

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 10/11/11)
2	AB 1239 (Furutani)	Would, for purposes of protecting education funding and vital health and safety services for all Californians, reinstate income tax brackets for the highest earners for tax years beginning on 1/1/2012 through 12/31/16. Tax rate increases would be graduated, beginning with persons with incomes exceeding $250,000 and married couples filing jointly with incomes exceeding $500,000.				AFSCME, AFL-CIO, CA Commission on Status of Women, CA Labor Federation, CTA, and more	Howard Jarvis Taxpayers Association, CA Taxpayers Association	Introduced: 2/18/11 Committee on Appropriations Hearing: postponed
Watch	AB 1312 (Smyth) *Two-year bill*	Amends existing law by authorizing any public recreation program exempt from licensure requirements to operate under 20 hours per week (an increase of 16 hours) and for a total of 14 weeks (up from 12 weeks) or less during a 12 month period.		Kevin O'Neill 916.319.2038		CA Park & Recreation Society	CCCRRN	Introduced: 2/18/11 Amended: 3/31/11 Committee on Human Services Hearing: cancelled
California Senate Bills								
Dropped	SB 12 (Corbett)	Would appropriate $250 million from the General Funds to the State School Fund for the restoration of CalWORKs Stage 3 Child Care		Djbril Diop 916.651.4010				Introduced: 12/6/10 Committee on Education
Watch	SB 30 (Simitian) *Two-year bill*	Would make technical, non-substantive changes to the kindergarten admission provision of the law regarding age of admission and the establishment of the Kindergarten Readiness Pilot Program. Would require independent evaluator to file a final report regarding the effects of the change in entry age for kindergarten and 1st grade by 1/1/2013 rather than 1/1/2012.		Cory Jasperson 916.651.4011			CA Right to Life Committee	Introduced: 12/6/10 Amended: 3/25/11 In Assembly Committee on Appropriations
Spot Bill	SB 174 (Emmerson)	Would make technical, non-substantive changes to provisions relating to the licensure and regulation of community care facilities.		Teresa Trujillo 916.651.4037				Introduced: 2/7/11 Committee on Rules

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 10/11/11)
Watch	SB 309 (Liu) Chapter 470	Would authorize State Department of Social Services (DSS) to approve or deny written request from school age child care center for enrollment or retention of non-minor student who qualifies as an individual with exceptional needs and qualifies for regional center services due to a developmental disability. Request must be made at least 30 days prior to child's 18th birthday; child must be retained unless request is denied in writing by DSS. Bill specifies information to include in letter from child care center making the request to retain the non-minor student.	Ability First	Andi Lane 916.651.4021		AFSCME, Dev Dis Area Bd 10, Easter Seals So CA, Frank D. Lanterman Regional Ctr, Lawry's Restaurants, Inc., STAPLES Ctr, Therapeutic Living Center for the Blind (TLC), United Cerebral of LA, Ventura & Santa Barbara Counties , and more		Introduced: 2/14/11 Amended: 3/21/11 Amended: 5/10/11 Amended: 6/16/11 Amended: 8/29/11 Enrolled: 9/9/11 *Approved by Governor: 10/4/11*
Watch	SB 394 (DeSaulnier) *Two-year bill*	Would enact the Healthy Schools Act of 2011. ~~*Would limit the use of pesticides gels and pastes, self-contained baits, and spot treatments deployed as crack and crevice treatments on school sites (including child development centers). Would prohibit the use of pesticides known to cause cancer or reproductive toxicity.*~~ Would ~~also~~ require a representative of the school site to attend *a Department of Pesticide Regulation* training every three years.		Indira McDonald 916.651.4007		Asian Pacific Environmental Network, Asian/Pacific Islander Youth Promoting Advocacy & Leadership (AYPAL), Breast Cancer Action, Breast Cancer Fund, CA Certified Organic Farmers (CCOF), CA NOW, CA Nurses Assoc, CA Pan-Ethnic Health Network, CA School Health Ctr on Race, Poverty, & the Environment, Clean Water Action, Comite Civico Del Valle, Communi-tea.Org, Coalition for Clean Air Sierra Club and many more	CA Chamber of Commerce, CA Park & Recreation Society, Consumer Specialty Products Association, Clorox Co, Mosquito & Vector Control Assoc of CA, Pest Control Operators of CA, Western Plant Health Assoc	Introduced: 2/16/11 Amended: 4/5/11 Amended: 4/14/11 Amended: 5/9/11 Committee on Appropriations Held under submission

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 10/11/11)
1	SB 429 (DeSaulnier) Chapter 626	Would provide that any school that establishes an After School Education and Safety (ASES) Programs is eligible for a supplemental grant to operate in excess of 180 *regular* school days or during any combination of summer, intersession or vacation periods for a maximum of 30% of total grant amount awarded to the school per school year awarded to school. Would allow supplemental grantees to change location of program and open eligibility. Would required supplemental grantee to submit revised program plan to California Department of Education (CDE). Priority for enrollment to be given to pupils enrolled in the school and pupils to receive at least on nutritionally adequate free or reduced price meal in programs operating six hours per day. Intent of Legislature that a grantee who serves additional pupils by operating a longer day program not receives additional funding for this purpose. *Priority enrollment to be given to pupils attending school that receives grant.*	SPI, Bay Area Partnership for Children and Youth, Children Now	Cynthia Alvarez 916.651.4007		A World Fit For Kids, Boys & Girls Clubs (several(m After School Coalition, CA Alliance of Boys & Girls Clubs, CA State Alliance of YMCAs, Central Valley Afterschool Foundation, Fresno County Office of Education, Jamestown Community Center, Nat'l Summer Learning Assoc, Partnership for Children & Youth, Pro-Youth/HEART After-School Program, Sacramento City USD, Sunset Neighborhood Beacon Center, Team-Up for Youth, THINK Together, Whittier City School District, Woodcraft Rangers	Department of Finance	Introduced: 3/16/11 Amended: 3/21/11 Amended: 4/4/11 Amended: 4/26/11 Amended: 6/13/11 Amended: 6/29/11 Amended: 8/26/11 Amended: 9/1/11 Enrolled: 9/13/11 *Approved by Governor: 10/8/11*
1	SB 486 (Dutton) *Two-year bill*	Subject to voter approval, would amend the California Children and Families Act of 1988 by eliminating the percentage allocations in various accounts for expenditure by the First 5 California Commission. Funds would be transferred to the General Fund for appropriation to the Healthy Families and Medi-Cal programs. Ultimately, would abolish the state and county First 5 Commissions.		Anissa Nachman 916.651.4031			100% Campaign, Advancement Project, AAP, CCDAA, CA Family Resource Assoc, CA Food Policy Advocates, CA Head Start Assoc, CA School Employees Assoc, CA School Nurses Org, CSAC, CDPI, First 5 Commissions (several, including LA) , and more	Introduced: 2/17/11 Committees on Health Hearing: Cancelled and Government and Finance

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 10/11/11)
Watch	SB 575 (DeSaulnier) *Two-year bill*	Would amend existing law that prohibits smoking of tobacco products inside enclosed places of employment by extending prohibitions to owner-operated businesses. In addition, would eliminate exemptions that permit smoking in certain work environments, including private residences used as family child care homes *during hours of operation as a family child care. Would exempt businesses that cater to the use of tobacco products.*	American Cancer Society, American Heart Association, American Lung Association	Krista Pfeffercorn 916.651.4007		AFSCME, CA Conf Bd of the Amalgamated Transit Union, CA Conf of Machinists, CA Official Court Reporters Association, and more	CA Assoc of Health Facilities (CAHF) (Oppose Unless Amended), Cigar Assoc of America, Small Business Commission, City and County of San Francisco, and more	Introduced: 2/17/11 Amended: 4/6/2011 Amended: 5/31/11 In Assembly Committee on Governmental Organizations Held in committee without recommendation
Watch	SB 614 (Kehoe)	~~*Would amend the ASES Program Act of 2002 to specify that opportunities for physical activity may include age- and gender-appropriate self-defense and safety awareness training.*~~ *Bill revised to address childhood immunizations for 7th to 12th graders.*		Ted Muhlhauser 916.651.4039		CA National Organization for Women, CA After School Coalition, CA Association for Health, Physical Education, Recreation and Dance		Introduced: 2/18/11 Amended: 4/6/11 Amended: 4/26/11 Amended: 7/1/11 Assembly Floor
1	SB 634 (Runner) *Two-year bill*	Would prohibit a school district from initiating transitional kindergarten unless Department of Finance certifies sufficient funds exists to initiate the program for all eligible children, including children of all socioeconomic statuses, English learners, and individuals with exceptional needs, without removing funds from existing state programs and services.		Jennifer Louie 916.651.4017			CA Assoc of School Psychologists, CA Assoc of Suburban School Districts, CFT, CTA, Preschool CA, Santa Clara County Office of Ed, Washington School	Introduced: 2/18/11 Amended: 4/7/11 Committee on Education Failed passage; reconsideration granted

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 10/11/11)
Watch	SB 737 (Walters)	Would require Department of Public Health, in amending rules and regulations pertaining to organized camps, to obtain input and advice of organizations in the field. Costs associated with changes to be borne by participating organizations. Would authorize programs administered by a city, county or nonprofit organization in the After School Learning and Safe Neighborhoods Program to operate up to 60 hours per week (up from 30 hours per week) without obtaining a license or special permit. A child is not to be in the care of the program for more than 30 hours per week. Organizations offering instructional activities less than four hours also exempt from child care licensure. Would modify definition of "organized camps" and require them to develop and submit plan to local health officer. Director or camp counselor registered with trustline registry may have direct supervision of children. Those not registered may not have direct, unsupervised contact with a child only after camp owner confirms that he/she is not listed on US Department of Justice National Sex Offender Public Registry. Director or counselor strongly encouraged to seek criminal history check from CA Department of Justice, Bureau of Criminal Identification and Information.	CA State Alliances of YMCAs, CA Collaboration for Youth	Garth Eisenbeis 916.651.4033		Alpine Camp & Conf Ctr, Amer Camp Assoc So CA/Hawaii, Boy Scouts of America, CA Collaboration for Youth Camp, James Summer Day Camp, Camp Kinneret, Camp Mountain, Carmel Valley Tennis Camp, Catalina Island Camps, Coppercreek Camp, Douglas Ranch Camps, and more		Introduced: 2/18/11 Amended: 4/5/11 Amended: 4/25/11 Amended: 5/10/11 Amended: 5/31/11 Amended: 6/23/11 Amended: 7/6/11 Amended: 8/22/11 Amended: 9/1/11 Enrolled: 9/12/11 *Vetoed by the Governor: 10/8/11* *Veto message, in part:* I agree with the author's intent to clarify and simply the regulation of organized camps, but this measure does not achieve this goal. I am directing the Department of Public Health and Department of Social Services to work with the author and interested advocates to resolve this issue in the coming year.

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 10/11/11)
Watch	SB 827 (Lowenthal)	~~Would require the SPI to establish a CA Longitudinal Pupil Achievement Data System (CALPADS) to Advisory Committee to advise and provide recommendations to the Gov, SPI, State Board of Ed, and Legislation on CALPADS-related matters. Among issues to consider are creating a comprehensive data system that tracks progress from preschool through postsecondary education and employment, exploring usefulness to provide increased eligibility for and access to free and reduced lunches and pupil record transfers, and more. Advisory Committee members to serve without compensation or reimbursement for any costs associated with their service. Specifies the composition of the Advisory Committee membership. Recommendations due to the Governor, Legislature, Superintendent and state board by January 1, 2013.~~ *Gutted and amended to address public employees' retirement.*				Association of CA School Admins, CA State PTA, Children Now, Public Advocates, CA SPI, Regional Economic Assoc Leaders Coalition, The Education Trust-West		Introduced: 2/18/11 Amended: 3/25/11 Amended: 5/4/11 Amended: 5/24/11 Amended: 8/26/11 In Assembly Committee on Education
Watch	SB 885 (Simitian)	Amends expression of legislative intent that design and implementation of high quality, comprehensive and longitudinal preschool through higher education (P-20) statewide data system should support a system of continuous learning, provide educators and parents with tools to inform instruction and learning, integrate disparate resources, and anticipate and provide technological capacity for sharing appropriate non-educational data from state sources.		Cory Jasperson 916.651.4011		Assoc of CA School Admins, Bd of Governor's of the CA Community Colleges, Children Now, Fight Crime: Invest in Kids CA, Education Trust-West, Little Hoover Commission		Introduced: 2/18/11 Amended: 3/24/11 Amended: 7/7/11 Assembly Floor Inactive

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 10/11/11)
	SB 942 (Committee on Education) Chapter 347	Would eliminate the duties of the Secretary of Education with respect to certain programs, including the Child Care Facilities Revolving Fund, the Advisory Committee on Before and After School Programs, and more. Duties would be transferred to the President of the State Board of Education. Amends a number of other sections of the Education Code as clean-up to K-12 Statute.						Introduced: 3/24/11 Amended: 4/28/11 Amended: 6/29/11 Amended: 8/15/11 *Approved by Governor: 9/26/11*
1	SCR 19 (Price)	Would proclaim the importance of early childhood education programs and each house of Legislature to promote early childhood education programs with appropriate and meaningful activities to educate public about the value of preschool and other early childhood education programs and encourage consumers to enroll their children in such programs.		Brandi Wolf 916.651.40				Introduced: 3/7/11 Committee on Rules
California Budget Bills (including Trailer Bills)								
	AB 98 (Committee on Budget)	Act to amend and supplement the Budget Act of 2011 – includes amendment to SB 69, which would restore the Standard Reimbursement Rate (SRR) to its current level.						*Vetoed by Governor*
Chapter 4	AB 99	California Children and Families Act of 1998: use of funds		Sara Bachez 916.319.2099				Approved by Governor 3/24/11
Chapter 33	AB 106 (Committee on Budget)	Human Services (i.e. CalWORKs)						Approved by Governor 6/28/11
Chapter 43	AB 114 (Committee on Budget)	Education Finance - includes changes to child care and development programs		Sara Bachez 916.319.2099				Approved by Governor 6/30/11
Chapter 41	AB 121	Budget Trigger Provisions – if revenues lower than anticipated, would make additional reductions, including reducing funding to child care and development by $23 million.						Approved by Governor 6/30/11
	SB 69 (Leno)	2011-12 Budget (Main Budget Bill)						*Vetoed by Governor*

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 10/11/11)
Chapter 7	SB 70	Education Finance: Budget Act of 2011		Seija Virtanen 916.651.4103				Approved by Governor 3/24/11
Chapter 34	SB 73	Health and Human Services – Trigger Cuts						Approved by Governor 6/30/11
Chapter 33	SB 87 ((Leno)	Main Budget Bill						Approved by Governor 6/30/11
LEGISLATION BEING CONSIDERED BY THE FEDERAL LEGISLATURE – 112TH CONGRESS								
House Bills								
	H.R. 1	Full-year Continuing Appropriations Act, 2011 would fund government for remainder of 2011. Would significantly cut programs and services that reach low income individuals, children and families and more while increasing overall funding for security programs. Among cuts, would reduce funding for Head Start by nearly $1.1 billion (15%) and Child Care and Development Block Grant (CCDBG) by $39 million.						Introduced: 2/11/11 Passed House: 2/19/11 Senate Floor: 3/9/11 – Returned to calendar
	H.R. 1891 (Duncan)	Would establish the Setting New Priorities in Education Spending Act to repeal ineffective or unnecessary education programs in order to restore the focus of Federal programs on quality elementary and secondary education programs for disadvantaged students. Among the 43 federal education programs slated for elimination under the proposed Act are: Early Reading First, William F. Goodling Even Start Family Literacy, early childhood educator professional development, Reading is Fundamental, and more.						Introduced: 5/13/11 Placed on Union Calendar, Calendar No. 60: 6/14/11

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 10/11/11)
	H.R. 2794 (Hirono)	The Continuum of Learning Act 2011 would amend Title I and Title II of the Elementary and Secondary Education Act (ESEA) to strengthen connections to early childhood education programs. Highlights: states to review and revise K-3 standards as needed to ensure coverage of all areas of development and learning; promote joint professional development between schools and community-based early childhood education programs, allowing use of Title II funds for scholarships tied to compensation rewards for teachers earning AA or BA degrees in early childhood; provide professional development for elementary school principals in child development and learning and appropriate teaching practices and collaborations with community-based early childhood settings; require states to create teacher certificates relevant to teaching young children; prevent inappropriate high-stakes use of child assessments for grades 2 and below; and strengthen collaborations between community-based early childhood programs and schools to support transitions for young children.						Introduced: 8/5/11 House Committee on Education and the Workforce

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 10/11/11)
Senate Bills								
	S. 365 (Harkin) Pub.L. 112-225	Budget Control Act of 2011: 1) imposes nearly $1 trillion in cuts to discretionary spending, of which more than half will come from non-defense spending; 2)charges a bi-partisan congressional "super-committee) to propose an additional $1.5 trillion in deficit reduction over 10 years. May consider additional cuts to discretionary programs, cuts to entitlement programs, and revenue increases. Congress to give up or down vote on recommendations by end of 2011; and 3) makes automatic cuts split between defense and non-defense to take effect in 2013 if super-committee's plan not enacted or fails to achieve at least $1.2 trillion in deficit reduction.						Introduced: 2/16/11 Passed by Congress: 8/2/11 Signed by President: 8/2/11
	S. 470 (Casey)	Supporting State Systems of Early Learning Act would establish the Early Learning Challenge Fund to help states build and strengthen systems of early learning. Funds to be made available to states on a competitive basis; states must demonstrate greatest progress in establishing a system of high quality early learning, priority to states that establish public-private partnerships, and that leverage federal child care funds. States would be required to provide a 15 percent match.						Introduced: 3/3/11 Committee on Health, Education, Labor and Pensions *Included in Race to the Top*
	S. 581 (Burr)	Child Care Protection Act of 2011 would amend the CCDBG to require criminal background checks for child care providers. States would be required to have regulations, policies and procedures in place to required the background checks of child care staff and prospective staff and prohibit employment of staff found ineligible.						Introduced: 3/15/11 Committee on Health, Education, Labor and Pensions

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 10/11/11)
	S. 1156 (Casey)	The Prepare All Kids Act of 2011 would make voluntary high quality universal prekindergarten programs available to three and five year old children child at least one year prior to kindergarten. Secretary of Education, working with the Secretary of Health and Human Services, to create a Prekindergarten Incentive Fund with funds available to States that meet certain conditions, including how the State will collaborate and coordinate with the State Advisory Council on Early Childhood Education and care, state-funded providers of pre-k programs, Head Start agencies, local education agencies, and child care providers, ensure programs meet high quality standards, meet the needs of the most disadvantaged student and meet the needs of working parents, and address professional development.						Introduced: 6/8/11 Committee on Health, Education, Labor and Pensions
	S. 1170 (Murray)	Ready to Learn Act would set the U.S. on track to ensure children are ready to learn when they begin kindergarten by adding to end of ESEA authority to award competitive grants to States to establish and administer full day voluntary prekindergarten programs for four year old children to promote their school readiness.						Introduced: 6/9/11 Committee on Health, Education, Labor and Pensions

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 10/11/11)
	S. 1435 (Kerry)	Children First Act of 2011 would amend part A of title IV of the Social Security Act to do the following: 1) exclude child care assistance from the definition of TANF Assistance; 2) increase funding for child care funding in the Child Care and Development Fund by $500 million for FY 2012, $700 million in 2013, and $750 million in 2014 thru 2021, resulting in an increase of $3.45 billion over five years and $7.2 billion over 10 years; 3) applies same basic health and safety standards by states for providers receiving assistance under the CCDBG; 4) extends prohibitions of withholding or reducing assistance to parents with children under 13 if do not meet work requirements due to unavailability or unsuitability of appropriate, affordable child care arrangements; 5) applies CCDBG reporting rules to TANF funds expended for child care. Effective date of Act is October 1, 2012.						Introduced: 7/28/11 Committee on Finance

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 10/11/11)
	S. 1439 (Brown)	The Ready Schools Act of 2011 would amend the ESEA. The Act would require school districts to help elementary schools undergo a "ready schools" needs review to support children's success, particularly in the early grades. The review to examine academic content standards and academic achievement standards that support children meeting grade expectations, use of developmentally appropriate curricula, classroom materials, teaching practices, and instructional assistance, supports for children with disabilities and children with limited English language skills, family and community engagement policies, support for school staff including professional development activities, and outreach and collaboration with early care and education providers that addresses alignment of standards and transitions between early childhood programs and elementary schools.[1]						Introduced: 7/28/11 Committee on Health, Education, Labor and Pensions

[1] NAEYC (National Association for the Education of Young Children)'s Children's Champions Special Update, August 5, 2011.

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 10/11/11)
	S. 1495 (Murkowski)	The Early Intervention for Graduation Success Authorization Act of 2011 would amend the school dropout prevention program in the ESEA. Would appropriate funding over five years to use for loan forgiveness for teachers earning a degree in early childhood education, support the state's development of a quality rating and improvement system, align learning standards from preschool through college; and expand access to early childhood programs. States would be required to provide funds to local partnerships of school districts and early childhood providers with high percentages of children at risk of failing to graduate from high school.[2]						Introduced: 8/2/11 Committee on Health, Education, Labor and Pensions

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

KEY TO LEVEL OF INTEREST ON BILLS:

1: Of potentially high interest to the Child Care Planning Committee and Policy Roundtable for Child Care.
2: Of moderate interest.
3: Of relatively low interest.
Watch: Of interest, however level of interest may change based on further information regarding author's or sponsor's intent and/or future amendments.

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

[2] Ibid.

KEY:

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

DEFINITIONS:[3]

Committee on Rules	Bills are assigned to a Committee for hearing from here.
First Reading	Each bill introduced must be read three times before final passage. The first reading of a bill occurs when it is introduced.
Held in Committee	Status of a bill that fails to receive sufficient affirmative votes to pass out of committee.
Inactive File	The portion of the Daily File containing legislation that is ready for floor consideration, but, for a variety of reasons, is dead or dormant. An author may move a bill to the inactive file, and move it off the inactive file at a later date. During the final weeks of the legislative session, measures may be moved there by the leadership as a method of encouraging authors to take up their bills promptly.
On File	A bill on the second or third reading file of the Assembly or Senate Daily File.
Second Reading	Each bill introduced must be read three times before final passage. Second reading occurs after a bill has been reported to the floor from committee.
Spot Bill	A bill that proposes nonsubstantive amendments to a code section in a particular subject; introduced to assure that a bill will be available, subsequent to the deadline to introduce bills, for revision by amendments that are germane to the subject of the bill.
Third Reading	Each bill introduced must be read three times before final passage. Third reading occurs when the measure is about to be taken up on the floor of either house for final passage.
Third Reading Analysis	A summary of a measure that is ready for floor consideration. Describes most recent amendments and contains information regarding how Members voted on the measure when it was heard in committee. Senate floor analyses also list support or opposition by interest groups and government agencies.
Third Reading File	That portion of the Daily File listing the bills that is ready to be taken up for final passage.
Urgency Measure	A bill affecting the public peace, health, or safety, containing an urgency clause, and requiring a two-thirds vote for passage. An urgency bill becomes effective immediately upon enactment.
Urgency Clause	Section of bill stating that bill will take effect immediately upon enactment. A vote on the urgency clause, requiring a two-thirds vote in each house, must precede a vote on bill.
Enrollment	Bill has passed both Houses, House of origin has concurred with amendments (as needed), and bill is now on its way to the Governor's desk.

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

STATE LEGISLATIVE CALENDAR 2011 (Tentative)

Jan. 1	Statutes take effect (Art. IV, Sec. 8(c)).
Jan.3	Legislature reconvenes (J.R. 51(a)(4)).
Jan. 10	*Budget must be submitted by Governor (Art. IV, Sec. 12(a)).*
Jan. 21	Last day to submit bill requests to the Office of Legislative Counsel.
Feb. 18	Last day for bills to be introduced (J.R. 54(a)) (J.R. 61(b)(4)).
April 14	Spring Recess begins at end of this day's session (J.R.51(b)(1)).
Apr. 25	Legislature reconvenes (J.R. 51(a)(2)).
May 6	Last day for policy committees to hear and report to Fiscal Committees fiscal bills introduced in their house (J.R.61(b)(5)).
May 13	Last day for policy committees to hear and report non-fiscal bills introduced in their house to Floor (J.R. 61(b)(6)).
May 15	*Governor to release May Revise of Proposed Budget*
May 20	Last day for policy committees to meet prior to June 6 (J.R. 61(a)(4)).
May 27	Last day for Fiscal Committees to hear and report to the Floor bills introduced in their house (J.R. 61(b)(8)). Last day for Fiscal Committees to meet prior to June 6 (J.R. 61(b)(9)).
May 3-June 3	Floor Session only. No committee may meet for any purpose (J.R. 61(a)(7)).
June 3	Last day to pass bills out of house of origin (J.R. 62(b)(10)).
June 6	Committee meetings may resume (J.R. 61(b)(12)).
June 15	*Budget must be passed by midnight (Art. IV, Sec. 12(c)).*
July 8	Last day for policy committees to meet and report bills (J.R. 61(b)(13)).
July 18	Summer Recess begins at the end of this day's session if Budget Bill has been enacted (J.R. 51(b)(2)).
Aug. 18	Legislature reconvenes (J.R. 51(b)(2)).
Aug. 26	Last day for Fiscal Committees to meet and report bills to Floor (J.R. 61(b)(14)).
Aug. 29-Sept 9	Floor session only. No committees, other than the Committee on Rules or conference committees, may meet for any purpose (J.R. 61(b)(15)).
Sept 2	Last day to amend bills on the Floor (J.R. 61(b)(16)).
Sept 9	Last day for each house to pass bills (Art. IV, Sec 10(c)) and (J.R. 61(b)(17)). Interim Study Recess begins at end of day's session (J.R. 51(a)(4)).
Sept. 30	Last day for Governor to sign or veto bills passed by Legislature before Sept. 1 and in Governor's possession on or after Sept. 1 (Art. IV, Sec.10(b)(2)).
Oct. 9	*Last day for Governor to sign or veto bills passed by Legislature on or before Sept. 11 and in the Governor's possession after Sept. 11 (Art. IV, Sec.10(b)(1)).*

2011

Jan. 1	Statutes take effect (Art. IV, Sec. 8(c)).
Jan. 3	Legislature reconvenes (J.R. 51 (a)(4)

2012

Jan. 1.	Statutes take effect (Art. IV, Sec. 8(c)).

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Promising Results

Since 2005, nationally renowned researchers from the FPG Child Development Institute at the University of North Carolina–Chapel Hill have tracked program quality and child and family outcomes at Educare schools. And results from four years of study are promising. The study shows that low-income children, including children with limited proficiency in English, who enroll in Educare as infants or toddlers, enter kindergarten with no gap in their achievement when compared with their middle-income peers.

The FPG Child Development Institute, founded in 1966 as The Frank Porter Graham Center, is one of the nation's largest centers studying young children and their families. Among its many achievements is the Abecedarian Project, a longitudinal study of preschoolers frequently cited by experts and policymakers in making the case that quality early childhood education can narrow the achievement gap. FPG researchers also developed the measurement tools now used nationally and internationally to evaluate the quality of local child care programs, including Educare schools.

UNC
FPG CHILD DEVELOPMENT INSTITUTE

Promising Early Returns: Educare Implementation Study Data – January 2010

The Study: The Frank Porter Graham Child Development Institute at the University of North Carolina-Chapel Hill leads the Bounce Learning Network Implementation Study of the Educare model. In the 2008-09 school year, 6 Educare programs from across the country participated. This brief reports promising early returns.

The Challenge: Young children from low-income, distressed environments start school far behind their more advantaged peers. This achievement gap persists to high school and is linked to social and economic problems later in life, including illiteracy, teen pregnancy, high drop-out rates and unemployment. These at-risk children typically have smaller vocabularies, are less likely to know their letters and numbers, and consistently score below their higher-income peers in early learning and math. [1]

Why Educare? Educare is a state-of-the-art school open full day and full year serving at-risk children from birth to five years old. Educare provides quality learning environments to help its students arrive at kindergarten healthy and ready to learn.

Is it Working? Yes. Early data from Educare programs in six cities – Chicago, Denver, Milwaukee, Omaha, Seattle and Tulsa – reveal promising results in preparing at-risk children from birth to five for later academic achievement. Evaluation data show that more years of Educare attendance are associated with better school readiness and vocabulary skills.

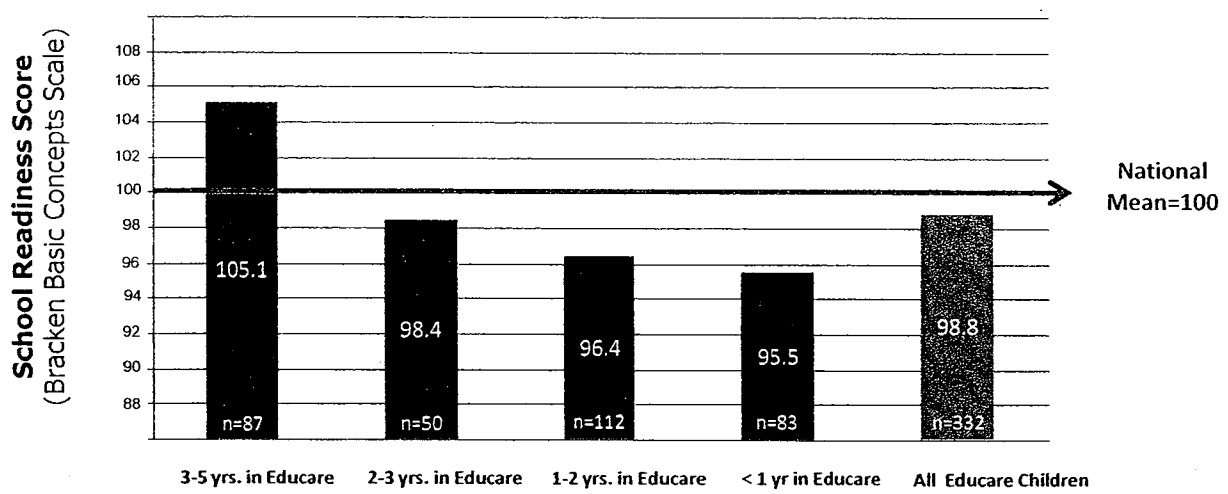
School Readiness

Why it's Important: Comprehension of concepts like colors, letters, shapes, sequence and self-awareness are important skills for classroom success. Children from high-risk populations, like those served by Educare Centers, typically score well below the national average and are usually developmentally several months behind their more advantaged peers. [2]

- **School readiness scores of Kindergarten-bound Educare children, by contrast, average 98.8 – nearing the national mean of 100 for children of all risk and income levels.**[3]

- **The earlier the better:** Children who begin the Educare program earlier in life score better on measures of school readiness – with those kindergarten-bound children who joined Educare between birth and 2 years-old **exceeding the national average by 5 points.** This pattern persists even after controlling for risk factors such as maternal education, race and teen parent status. [3]

School Readiness: Children who spend more years in Educare emerge better prepared for kindergarten



How do we measure school readiness? The Bracken Basic Concepts Scale is a developmentally sensitive and standardized measure that evaluates children's comprehension of concepts like sequence, letters and colors that are essential to early communication development and school readiness. It is administered in the spring before children leave Educare for elementary school.

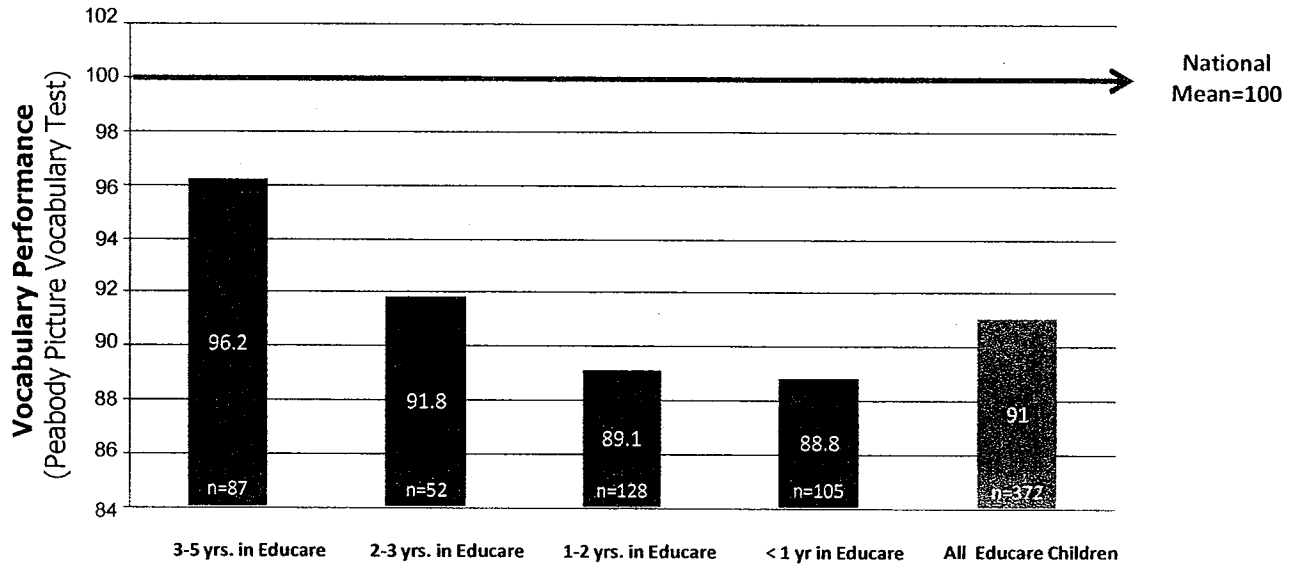
Vocabulary

Why it's Important: Communication, early literacy and vocabulary skills consistently predict later academic success. In fact, research shows that first-grade reading ability is a strong predictor of 11th grade reading comprehension, vocabulary and general knowledge.[4] Low-income children typically enter kindergarten with vocabulary levels and pre-literacy skills well below those of their middle-class peers – in the low-average range or below. This achievement gap is extremely difficult to close in elementary and high school. But, if at-risk children can enter kindergarten with a vocabulary that approaches that of the average American child, their chances of becoming good readers, succeeding in 11th grade, graduating high school and staying on a successful life trajectory will have been improved for the better.

- **Kindergarten-bound Educare children score better on measures of vocabulary than most low-income children in other large studies of early achievement. Educare children average 91.**[5,6]

- **The earlier the better:** Six site data from 2007-2009 suggest that the more time children spend in Educare, the better prepared they are for kindergarten. **Kindergarten-bound children who began the Educare program between birth and 2 years-old averaged vocabulary scores of 96.2 – approaching the national mean for all children** and setting at-risk children up for success at kindergarten entry. This pattern persists even after controlling for risk factors such as maternal education, race and teen parent status.[5]

Vocabulary: Children who spend more years in Educare emerge better prepared for kindergarten



How do we measure vocabulary skills? The Peabody Picture Vocabulary Test (PPVT) is a widely used and standardized measure of young children's vocabulary and is administered every spring beginning at three years-old. The PPVT is a good predictor of reading success in elementary school.

Social and Emotional Skills

Why it's Important: Social and emotional skills – such as the capacity to control one's behavior, to get along with peers, and to ask for and receive help – are critical to school success. At Educare, children develop the skills to become active, engaged and successful students. **Educare children enter kindergarten with above average social skills, exceeding the expected average for their age when compared to a national sample of children from all risk and income levels.**[7] These social and emotional skills help Educare children negotiate the transition to kindergarten and its new demands, new teachers and new peers – setting them up for school success.[8, 9]

How do we measure social and emotional skills? The Devereux Early Childhood Assessment (DECA) is a nationally normed assessment that measures behavior on three scales of initiative, attachment and self-control in preschool children aged two to five. The DECA is administered in the fall and spring of each year.

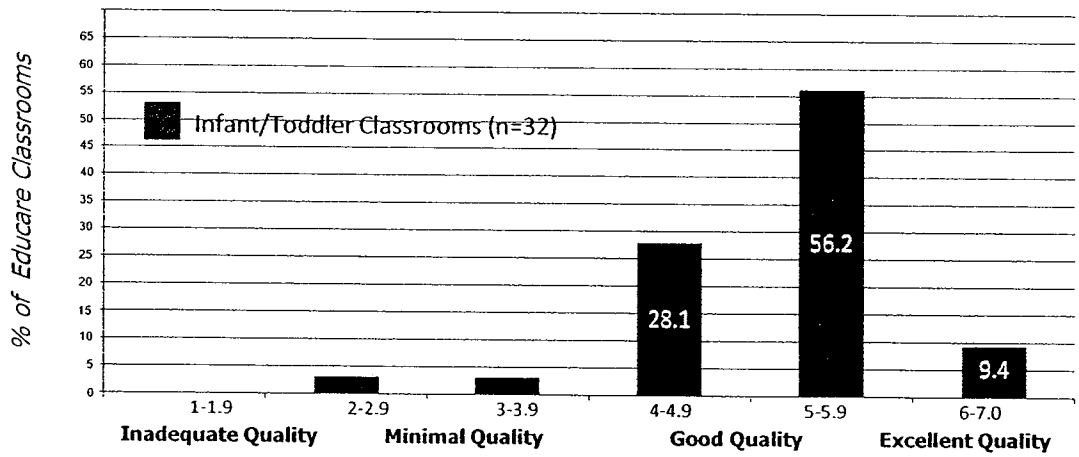
Classroom Quality

Why it's Important: Educare's high quality classrooms are likely integral to children's success. Classroom quality – specifically, the interactions between staff and children and among children themselves, in addition to the adequacy and use of materials and aspects of the physical space – predicts child outcomes. We know from a large body of research that good quality classroom environments are associated with enhanced child outcomes in the areas of language, vocabulary, early math and social skills.[10] On a scale of 1-7, the benchmark of good quality is a score of 5 or higher. These scores are used by teachers and program leaders to inform continuous improvement of individual classroom quality and of Educare Centers as a whole.

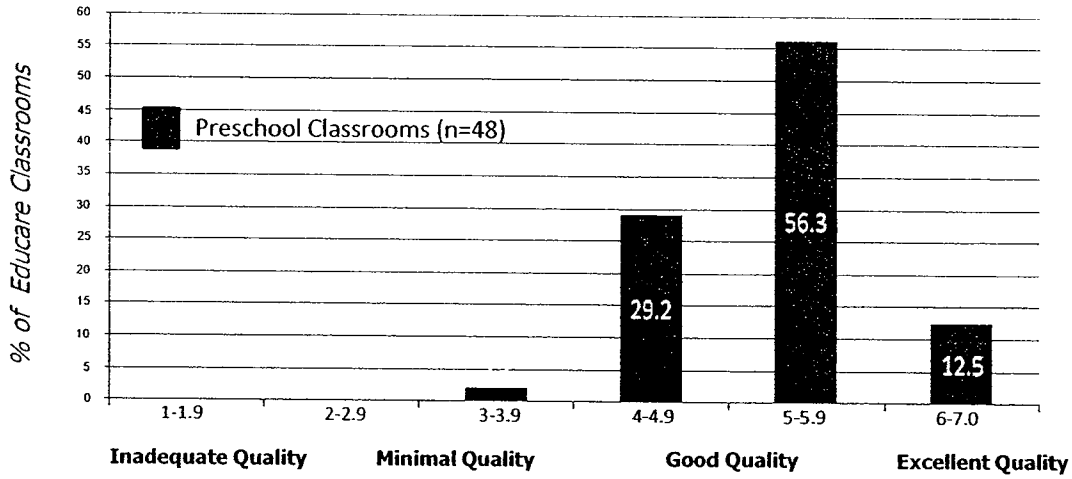
- Across the six Educare sites, 66% of infant-toddler classrooms scored a 5 or above – **with an average quality rating of 5.2** – much higher than observed in a recent national study of infant-toddler care settings.[11]
- **Scores for preschool classrooms also reach the good quality benchmark of 5.0 with an average of 5.3 across the 6 sites,** with nearly 70% of classrooms rating a score of 5 or above. Other national studies of preschool classroom quality have found classroom scores ranging from 3.4 to 5.2 – putting Educare preschool classrooms at the top of this range.[12]

Educare Classroom Quality

Infant-Toddler Classroom Quality Rating (ITERS-R)



Preschool Classroom Quality Rating (ECERS-R)



How do we measure classroom quality? The Infant-Toddler Environmental Rating Scale (ITERS) and the Early Childhood Environmental Rating Scale (ECERS) are observational measures widely used by researchers and government agencies to assess the quality of child care and early education settings. The measures rate quality on a scale of 1 (inadequate) to 7 (excellent). A high score indicates higher classroom quality in terms of the activities, staff-child interactions, equipment, space, and materials.

Still to Come...

In partnership with the Bounce Learning Network of Educare Centers, we will continue to analyze Implementation Study data in ways that best inform both practitioners and policymakers. Children in the Implementation Study are followed longitudinally through their time at Educare. New sites enter the Network – and the study – each year. With this expansion, we hope to replicate the exciting early results reported here with future cohorts, in diverse locales and through more extensive analyses of child, family, and classroom characteristics. We believe this ongoing research will continue to demonstrate that early enrollment and quality learning environments are key elements of the Educare story. Finally, we are also in the early stages of planning for a randomized control study of the Educare model which we believe could further bolster the case for investments in high-quality early learning programs for at-risk young children.

For more information about the study, go to www.fpg.unc.edu/~bounce.

FOOTNOTES

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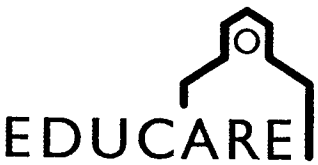
THE BOUNCE LEARNING NETWORK

EDUCARE



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Malaske-Samu, Kathy

From: Martha Flammer [mflammerlac@gmail.com]
Sent: Tuesday, October 11, 2011 7:15 AM
To: Malaske-Samu, Kathy; Sartell, Michele
Subject: Down to wire on Race to Top

Down to wire on Race to Top

Torlakson pushing for it; Brown must agree

By **John Fensterwald - Educated Guess**

With applications due in Washington a week from tomorrow, Gov. Jerry Brown still hasn't decided whether to let California apply for the **Race to the Top-Early Learning Challenge**. But, with Superintendent of Public Instruction Tom Torlakson four-square behind it, the state Department of Education is preparing an application on the assumption – or at least the hope – that Brown will sign on.

Race to the Tots, as I call it, is a $700 million competition in which California could snare as much as $100 million to expand the quantity and improve the quality of its preschool and early learning programs. Early education advocates have called on the state to use the potential money for two priorities:

- To test a Quality Rating and Improvement System, a rubric to create consistency and uniformity in evaluating the effectiveness of – and potentially to differentiate funding for – preschool programs.
- To develop the curriculum and teacher training for transitional kindergarten, an innovative two-year program for late-birthday 4-year-olds that California will phase in starting next fall.

As with all variations of Race to the Top, the state needs the signatures of Brown, Torlakson, and State Board of Education President Michael Kirst. Only Torlakson has made his views known so far.

Sue Burr, executive director of the State Board, said that the final rules allowed more flexibility for the states to design their proposals, but the application is still prescriptive. Brown remains concerned that the Obama administration will require commitments from the state extending beyond when the funding runs out. If the state does move forward, California will give counties and regions with innovative early learning programs – Los Angeles, Fresno, and Santa Clara County, to name a few – latitude to serve their own residents, without interference from the state. The federal government should recognize California's diversity, she said.

An application that satisfies Brown's concerns, however, may not be strong in the eyes of the RTTT judges, who may want assurances that federal dollars will have a lasting effect and create statewide changes.

Burr said that in creating the RTTT application, the Department of Ed has been helped by members of the former **Early Learning Advisory Council**, which Brown eliminated in the current budget. As part of the competition application, California would have to agree to reestablish the advisory council in some form, Burr acknowledged.

California is also eligible, along with eight other states, to apply for the third round of the original Race to the Top competition. The seven districts that led the nearly successful second round have expressed interest in pursuing that opportunity, for about $50 million, through a nonprofit they formed, the California Office to Reform Education (CORE).

The application for that isn't due until December, and final rules have yet to be set. Burr said that the Brown administration has similar concerns about making state commitments for money it doesn't have. It hasn't signaled to the CORE districts whether they shouldstart work on the application, Burr said.

Martha Flammer
(916) 233-7395

Sent from my iPad

Race to the Top Early Learning Challenge
Overview of California's Approach

Please note that a final decision to apply for the RTT-ELC has not been made.

The California Department of Education (CDE) along with the Executive Staff of the State Board of Education is leading the effort to develop a draft application for the Governor's review and decision in October.

Goal

The goal of the Race to the Top – Early Learning Challenge (RTT-ELC) grant is to ensure children entering kindergarten are ready to learn and succeed by increasing access to high-quality programs for children with high need.

A high-quality early learning program includes the following:

- A safe, healthy, and enriched learning environment;
- A developmentally appropriate and inclusive curriculum;
- Instruction that is informed regularly by structured observational assessments;
- Highly effective teachers working in positive, interactive relationships with children;
- Linguistically and culturally sensitive family engagement; and
- An administrative commitment to sound fiscal practices and continuous program improvement.

California's Plan

Local activities

To achieve this goal, California will support the development and expansion of successful local programs that are focused on increased outcomes for high-need children by implementing local Quality Rating and Improvement Systems (QRIS). California will support these local efforts by partnering with Early Learning Challenge Regional Leadership Consortia that volunteer to strengthen their existing systems, align their systems to a common state framework, and serve as leaders and mentors to other programs and entities in their region. The goal is to use the majority of the RTT-ELC funds to support local activities.

As part of their participation in California's RTT-ELC program, participating consortia will agree to the following:

1. Set goals to increase access to high quality early learning programs for all children, especially for children with high needs.

2. Implement common elements in a local QRIS. These elements will be research-based, defined at the state level, and will draw relevant elements from the CAEL

QIS recommendations and other previous California efforts in early learning. These elements will focus on the three following areas of program quality:

- Child Development and Readiness for School;
- Teachers and Teaching; and
- Program and Environment Quality.

3. Use and incorporate specific State-identified tools and resources in the local QRIS, such as ECERS family of rating scales, CLASS, PAS, and DRDP 2010. Consortia will also have flexibility to add elements or adapt tools as appropriate.

4. Establish benchmarks, tiers, and goals for quality improvement on each of the common elements identified by the State, and using, as appropriate, the measurement tools and resources identified by the State. Consortia will also be required to develop a quality improvement plan that uses existing and local resources for ongoing activities and RTT-ELC funds for one-time, capacity-building activities.

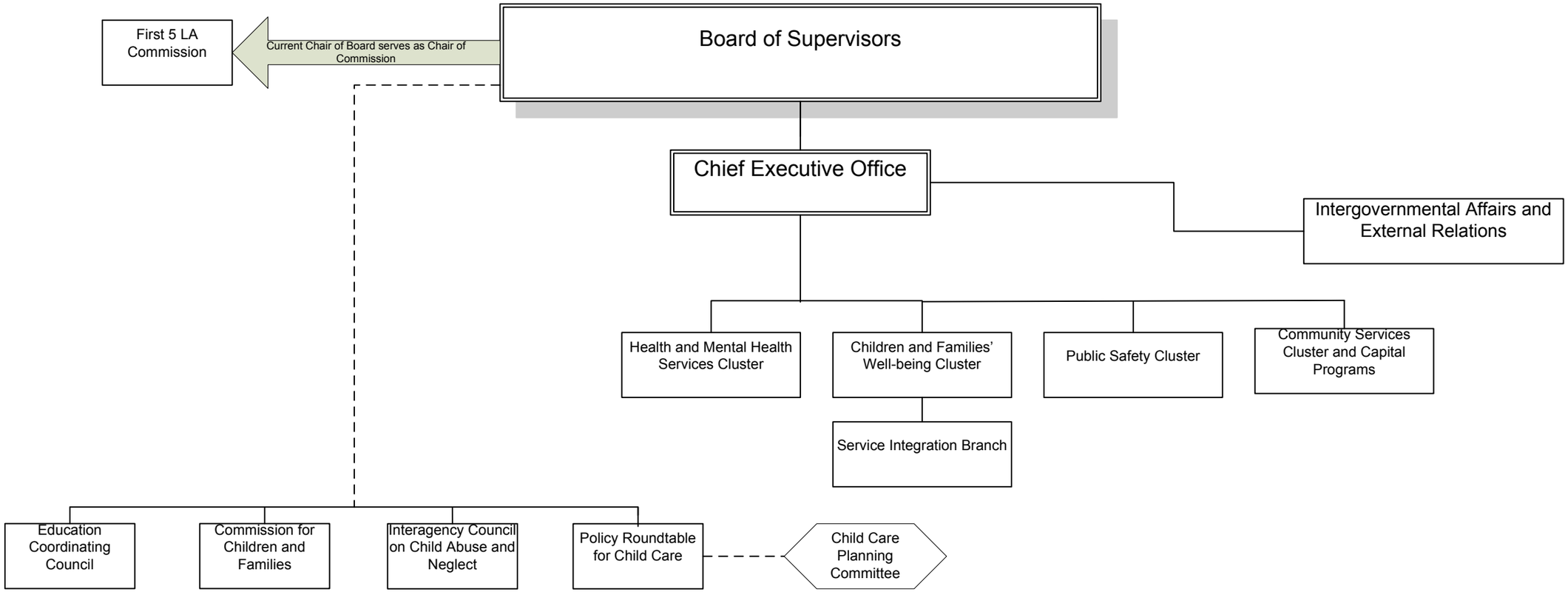
State activities

The state will use a portion of RTT-ELC funds to make one-time investments in state infrastructure that will support the consortia as well as all other early childhood programs in the State. These may include the following:

- Updating program licensing standards and making licensure information available online;
- Working with higher education and other providers to align course offerings and professional development activities with the goals RTT-ELC;
- Aligning existing efforts across state agencies, e.g. by providing Program for Infant and Toddler Care (PITC) Training to home visiting nurses serving families in the service area of the consortia;
- Providing kits for developmental and behavioral screenings; and
- Developing training resources that will exist beyond the grant term, e.g. online curriculum and instruction resources based on the Early Learning Foundations and Preschool Curriculum Framework.

In addition, CDE's Child Development Division will provide monitoring and technical assistance to the consortia over the course of the grant period, using existing and grant resources.

Simple Organization Chart Illustrating Relationships between Board of Supervisors and County Commissions Addressing Children's Issues and Chief Executive Office



Notes:

- Staffing for the Education Coordinating Council is provided by the Service Integration Branch; the Policy Roundtable for Child Care (Roundtable) is staffed by the Office of Child Care, within the Service Integration Branch.
- The Roundtable is comprised of 25 members appointed by the Board of Supervisors. It is charged with reviewing and developing policies that impact the supply, affordability and quality of local child care and development services for the purpose of advising the Board of Supervisors. Members of the Roundtable include a representative of the Commission for Children and Families and the Chair of the Child Care Planning Committee. In addition, the Roundtable has an appointee as an ex officio on the First 5 LA Commission.
- The Roundtable, in collaboration with the Child Care Planning Committee (Planning Committee), may recommend positions on state and federal legislation and budget issues to the Board of Supervisors. All recommendations must be consistent with established County policy and are submitted to the Board through the Chief Executive Office's Intergovernmental Affairs and External Relations. All County Commissions are bound to the same rules and processes for pursuing policy positions.
- The Planning Committee, funded by the California Department of Education (CDE) and staffed by the Office of Child Care, serves as the state-mandated Local Planning Council for Los Angeles County. As such, on certain matters such as quarterly reports and accepting the Investing in Early Educators Program contract, it reports directly to the CDE. Approval of members, priority setting for allocating state child care and development funds, the strategic plan, and the needs assessment are required by the County Superintendent of Education, then the Board of Supervisors before reporting to the CDE.
- The First 5 LA Commission does not have any reporting duty to the Board of Supervisors, however it is chaired by the current Chair of the Board.
- The Board of Supervisors has established a number of other committees and commissions to involve the public in County-related issues and to advise and make recommendations to the Board on those issues.

County of Los Angeles Office of Child Care

Steps to Excellence Project

STEP Child Care Quality Rating Guide

(Second Edition: June 2011)

STEP is a quality rating and support system designed to:

- Provide parents with clear, concise information on the quality of individual child care and development settings
- Create incentives and supports for programs to meet and maintain higher program standards
- Distinguish programs that are meeting these higher standards

The Guide:

- Is a listing of child development centers and family child care homes located in 11 pilot communities - Altadena, Florence/Firestone (Zip Code 90001), Inglewood, Long Beach, Pacoima/Arleta, Palmdale, Pasadena, Pomona, San Pedro, Santa Monica, and Wilmington - that have volunteered and received ratings focusing on six elements/practices that research has shown to impact the quality of care.
- Lists overall program ratings of the participating programs using a scale of one to five in the following element/practice areas:
  - Regulatory Compliance
  - Teacher/Child Relationships
  - Learning Environment
  - Identification and Inclusion of Children with Special Needs
  - Staff Qualifications and Working Conditions
  - Family and Community Connections
- **Is available** in English and Spanish for download from the Los Angeles County Office of Child Care website at www.childcare.lacounty.gov; click on the "Steps to Excellence Project" from the menu located on the left side of the page. A limited supply of hard copies is available and may be requested by contacting Jodie Chin by e-mail at jchin@ceo.lacounty.gov or by telephone at (213) 893-0188.

STEP is a pilot project of the Policy Roundtable for Child Care and is administered by the County of Los Angeles Office of Child Care within the Service Integration Branch of the Chief Executive Office.

October 2011