



**Policy Roundtable for Child Care**  
**Wednesday, February 13, 2013**  
**10:00 a.m. – Noon**  
**Conference Room 743**  
**Kenneth Hahn Hall of Administration**  
**500 W. Temple Street, Los Angeles**



**Proposed Meeting Agenda**

- 10:00 I. Welcome and Introductions Jacquelyn McCroskey  
Chair
- A. Comments from the Chair
  - B. Review Minutes from January 9, 2012 Meeting *Action  
Item*
  - C. Policy Framework Update
- 10:20 II. Governor's 2013-14 Proposed Budget Adam Sonenshein  
Michele Sartell
- A. Proposals for Child Care and Development Services
  - B. Summary of Key Issues
    - Streamlining the System
    - Potential Impact of Medicaid Options
    - Plan for Quality Activities
    - California School-Age Families (Cal-SAFE) Program
- 11:00 III. New Directions for First 5 LA Kim Belshé  
Executive Director  
First 5 LA
- A. What does the Roundtable “point to with pride” when considering its accomplishments? How do those accomplishments and other “lessons learned” further the Roundtable mission?
  - B. What is the Roundtable’s experience in building connectivity among early care and education programs, and across early care and education to other family serving services?
  - C. What role has First 5 LA played in efforts to build and strengthen the early care and education system in Los Angeles County?
  - D. How can First 5 LA maximize its impact in the early care and education arena?

E. How can First 5 LA collaborate with the Roundtable and its members to advance:

- Policy development, advocacy and coalition building
- Research
- Place- based efforts with Best Start
- Other

11:50	IV. Announcements and Public Comment	Members and Guests
12:00	V. Call to Adjourn	Jacquelyn McCroskey

#### **Mission Statement**

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



## Policy Roundtable for Child Care

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### **MEETING MINUTES**

**January 9, 2012**  
**10:00 a.m. – 12:00 p.m.**  
**Conference Room 743**  
**Kenneth Hahn Hall of Administration**  
**500 West Temple Street**  
**Los Angeles, California**

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

Dr. Jacquelyn McCroskey, Chair of the Policy Roundtable for Child Care (Roundtable), opened the meeting at 10:09 a.m. Members and guests introduced themselves.

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

Dr. McCroskey wished members and guests a Happy New Year. She thanked Ms. Dora Jacildo for leading the Roundtable during her absence and then welcomed Ms. Kathy Malaske-Samu back from her two month family leave.

Dr. McCroskey commented on her read of the the November and December meetings, noting items that will guide the agenda over the next few months as follows:

- 1) Discussing in more depth the President's proposals for reauthorizing the Child Care and Development Fund, particularly with respect to his principles around raising the bar on quality. The discussion will include an examination of the lessons learned by Head Start in implementing higher level requirements.
- 2) Developing a response to the Governor's 2013-14 budget proposals for child care and development services at the February meeting.
- 3) Taking action on the revisions to the ordinance.
- 4) Furthering the dialogue relating to the December meeting presentations on Transitional Kindergarten with respect to addressing the developmental needs of the four to five year olds eligible.

##### **B. Review of Meeting Minutes – December 12, 2012**

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

## **II. UPDATE ON INITIATIVES FOR CHILDREN AND FAMILIES EXPERIENCING HOMELESSNESS**

Dr. McCroskey relayed that Ms. Libby Boyce, Homeless Coordinator with the County's Service Integration Branch, was pulled into another meeting that conflicts with the Roundtable. In her stead, Ms. Kathy Malaske-Samu provided a brief update.

### **A. Family Solution Centers**

Ms. Malaske-Samu reminded members and guests of discussion on children and families experiencing homelessness in June of 2012 at which Ms. Boyce spoke. At that time, Ms. Boyce provide a brief introduction to the plan for the Family Solutions Centers, including the release of the Request for Proposal (RFP) inviting organizations from selected communities throughout the county to apply for funding. Ms. Malaske-Samu directed members and guests to their meeting packets for a list of the agencies by Service Planning Areas (SPAs) funded to operate the Family Solutions Centers. She noted that the project is funded by the County; the administering contractor is the Los Angeles Homeless Services Authority (LAHSA). Ms. Malaske-Samu relayed that the funded agencies are interested in connecting children and their families to services and are exploring a working relationship with the First 5 LA funded project for children and families experiencing homelessness.

Dr. McCroskey reflected on the challenges faced by families experiencing homeless, particularly accessing emergency and temporary shelter. She noted that there is an Increasing homeless population represented by families with children. The concept for the Family Solution Centers developed over three years as a one stop to provide triage and help families navigate resources at a local level inclusive of helping with locating emergency shelter as well as other types of assistance. She added that by design the Family Solutions Centers are located to prevent families from needing to travel to Skid Row where historically services have been available. A suggested role of the Roundtable is to offer information on early care and education services and how these services may contribute to children and family stability. Dr. McCroskey cautioned that the programs are in the early stages of implementation as they were only recently funded. As such, the Roundtable has an opportunity to be part of the discussion early on with respect to the intersect with early care and education, particularly with programs that understand working with children who have experienced trauma.

Ms. Malaske-Samu suggested facilitating a meeting between the Family Solutions Centers and the Child Care Resource and Referral (R&R) agencies as well as the Head Start Programs, which have as their priority populations serving families experiencing homelessness. Mr. Dennis added that there are many models across the country where early care and education programs are serving children and their families experiencing homelessness.

Mr. Sam Chan asked whether additional providers will be added given that SPAs 7 and 8 are not represented on the list. According to Dr. McCroskey, the decision for locating the services was based on areas with existing resources. Ms. Jacildo commented that the list represents agencies with significant experience in working with children and families and working in partnership with the larger community. She compared the effort to Long Beach, which has an impressive collaborative, but is City run. She offered that operating the effort by local nonprofits allows for more flexibility to meet the multiple needs of families. Ms. Jacildo added that Long Beach is looking at localizing services. Ms. Patricia Herrera of 211 LA County commented that the organization she represents is coordinating with LAHSA to create an entry point for families who come to their attention.

LAHSA and the Service Integration Branch representatives will provide a full presentation on the Family Solutions Centers at the Roundtable meeting scheduled for March 13, 2013.

### **III. PREPARING FOR DISCUSSION WITH MS. KIM BELSHÉ, FIRST 5 LA**

Dr. McCroskey referred members and guests to their meeting packets for two handouts: the message from Ms. Belshé to the community at large; and “First 5 LA Investments in Early Care and Education Projects” prepared by the Office of Child Care for Mr. Dennis.

Mr. Dennis reminded members and guests of his conversation as ex officio member on behalf of the Roundtable with Ms. Belshé at the end of November. He listed her top two priorities:

- Best Start – current status and direction and measuring its success with respect to community engagement. Two expectations of Best Start are: implementing evidence-based programs; and engaging communities.
- Connectivity across initiatives funded by First 5 LA and relationships with other initiatives.

#### **A. Best Start, Place-based Initiatives and Connectivity**

For background, Ms. Tessa Charnofsky of First 5 LA recounted the Commission’s strategic plan that includes investments in place-based initiatives in 14 communities. Four of the Best Start communities are located in South Los Angeles; others are in East Los Angeles, the San Fernando and Antelope Valley, Wilmington, and Long Beach. The focus in the Best Start communities to date has been on community organizing, strengthening the skills of community participants, and identifying community needs. The vision is guided by the idea of making a big difference by focusing on investments at the community level.

Dr. McCroskey added that the First 5 LA Commission arrived at the Best Start initiative after a ten-year history of funding a number of programmatic initiatives - family literacy, school readiness, best baby, home visiting, and more. The Commission took a step back to review its spread of initiatives across the county and then realized that some of the same initiatives were serving the same communities, but were not connected. The question raised was how to connect the initiatives that meet community needs, which led to a discussion of place-based initiatives. First 5 LA next looked at key communities and their needs and then identified leaders in those communities. Given that First 5 LA has resources, although somewhat limited, the idea was to continue with the same allocation across place-based initiatives for deeper work in the 14 communities and facilitate connectivity. The other option was to continue with countywide initiatives that implemented evidence based practices, such as the home visitation program and the Positive Parenting Program (PPP), among others. The Commission decided to build upon existing community efforts implementing evidence-based practices, however ensuring that resources go to community identified needs.

Roundtable members and guests engaged in an energetic discussion, making the following points:

- There exists a paradox of non-evidence-based practice on the ground and the challenge of bringing it to scale. It raises the question of the role community wisdom has as a contributor to the evidence-based practice landscape.
- So much in early care and education has nothing to do with evidence and rather more to do with best and promising practices. The field cannot guarantee a child's success regardless the quality of the early care and education program. Bring to Ms. Belshé's attention the science of early childhood and how it informs best and promising practices, dominant in the field of early care and education. The longitudinal studies such as the Perry Preschool and Chicago Child-Parent Study were noted as demonstrating the impact of investments in early childhood. Again, it was noted that the practices are not defined as evidence-based, whereas Ms. Belshé is hearing that success arises from evidence-based practices.
- Ms. Belshé also wants to explore the connectivity among the early care and education initiatives and what the Policy Framework says about it. The Roundtable can help create the potential for connectivity between early care and education, mental health, public health, homelessness and more.
- Internal discussions at First 5 LA have tended to focus on home visiting and some reflection of funding trends that have supported school readiness, family literacy, and family friends and neighbors with an expected end date in 2016. It was suggested that there be thinking about why early care and education is important and why it needs to be on her radar. It was relayed that Ms. Belshé understands her compelling universal mandate, yet is cognizant that early care and education is not her area of expertise. The Roundtable has the opportunity to be her content expert on early care and education. As stated in her letter to the community, she is committed to "listening, learning and leading".
- Dr. McCroskey recommended preparing basic principles in order to have a shared response. She asked members for key messages to relay and for Mr. Dennis to carry as the Roundtable's ex officio member of the Commission. A member asked for clarification on whether First 5 LA should focus on place-based or countywide initiatives. In addition, how are the Best Start communities identifying and incorporating early care and education as a priority in their planning?
  - Ms. Ellen Cervantes of the Child Care Resource Center (CCRC) relayed that there are four Best Start communities in their catchment area – Pacoima, Palmdale, Panorama City and Lancaster. CCRC has invested three years of staff time into their Best Start communities and did a tremendous amount of outreach to their community to participate. It took a long time for her staff – parents of young children – to become participatory members. The investment has been focused on building the leadership of the residents who live and work in the community at the exclusion of professionals who also work in that community. Leadership has been inconsistent and each community is different.
  - Ms. Mary Hammer of the South Bay Center for Community Development reported that their office has been participating countywide and locally with similar experiences. Some Best Start communities are more community resident driven while others more professional driven. Residents have been frustrated with the starts and stops. While child care, transportation and food are provided, community residents are not paid for their large investments of time, which is a shortcoming.

- At a very basic level, the intent should be to do no harm when it comes to children. While initiatives to organize communities are well-intentioned, communities lacking information may not be keeping children harmless. Mastering the message is critical, however it is often people deciding policies and systems that have never worked with children. Leaders who are capable of building community momentum are not often the same people who have experienced hunger or faced poverty. Yet, they have the energy and vision to help, particularly when communities lack healthy leaders who can set goals for children and make decisions that are best for their community.
- The philosophy is for a community-driven approach, yet there are challenges around making decisions, for example on allocating funds. The Harlem Children's Zone serves as a (only?) successful model for a place-based, community driven approach.
- Ms. Belshé was provided with a copy of the Policy Framework; the Roundtable's responses should be aligned with the Policy Framework. The conversation also should move beyond the Policy Framework, which covers 2011-13, to what has been learned. Highlight the role of *ex officio* members with First 5 LA as experts with content knowledge. Dr. McCroskey briefly mentioned the composition of the Commission, which includes Board of Supervisor designees, County Department representatives (Children and Family Services, Mental Health and Public Health) and four *ex officio* members – Ms. Trish Curry representing the Commission for Children and Families, Ms. Deanne Tilton representing the Inter-agency Council on Child Abuse and Neglect, Dr. Arturo Delgado representing the Los Angeles County Office of Education (LACOE), and Mr. Dennis representing the Roundtable.
- There is a history of a community in partnership with professionals. Consideration of language and culture paired with the need for bringing child development expertise that is mindful and respectful of families is key. Parents need a sense of their expertise at the same time the opportunity for building their skills.
- There is the tendency to become caught up in funding for our respective projects. The Roundtable could help First 5 LA move beyond individual funding sources to exploring how to connect the initiatives. The Strengthening Families/Protective Factors framework can bring the connectivity across initiatives and help address sustainability.
- Additional comments were made relating to community building that moves work beyond temporary commitments and looks to the power of residents. Connectivity needs to be considered in the broadest context that is inclusive of County departments as well as the community-based organizations and recognizes the role of state and federal government is setting policy.
- Funding to non-profits has been significantly reduced over the past five to eight years; funding is critical to capacity-building and infrastructure support. Public-private partnerships are the goal, however partnerships with the private sector will become more and more challenging as funding sources disappear.
- With respect to the funder landscape, First 5 LA is uniquely positioned to fund policy work compared to other funders.
- Work with communities, specifically with residents, is harmful when funding cannot be sustained – residents feel used. Invest in public policy, infrastructure, and filling in the gaps. Dr. Sharoni Little highlighted the Empowerment Congress throughout Supervisorial District 2 as a 20 year model of community engagement with multiple stakeholders with tangible

outcomes. Work has included gaining and sharing knowledge towards the ultimate goal of empowerment. The issue of early care and education should be directly related to access to higher education and long term financial stability.

- There needs to be one quality rating system in Los Angeles County.

In conclusion, Dr. McCroskey suggested preparing a document with items for discussion that will be circulated to members for comment. In addition, a roster of members with bios will be developed for Ms. Belshé.

#### **IV. PREPARATIONS FOR RELEASE OF PROPOSED STATE BUDGET FOR 2013-14**

##### **A. Release date – January 10, 2013**

Mr. Adam Sonenshein relayed that Governor Brown is expected to release his proposed budget package for 2013-14 on Thursday, January 10, 2013 at 10 a.m. Public comments made by the Governor suggest that child care and development services will be cut again. Even with passage of Proposition 30, there is still a deficit, albeit smaller. The Governor plans to hold harmless K-12 and higher education, identified as his priorities. Mr. Sonenshein laid out the timeframe for addressing the budget. Over the next few months, the policy framework for the budget will be set and include the types of cuts to be made. The Governor's revised budget package based will be released in May and then into June the budget numbers will be finalized. Mr. Sonenshein urged being ready to respond and work with members of the legislature.

Ms. Patricia Carbajal of the Chief Executive Office's Intergovernmental Relations and External Affairs (IGEA) was asked to comment on the County's plan for responding to the Governor's budget proposal. According to Ms. Carbajal, the Governor has made a point of saying he will make cuts to the court system and child care. IGEA, with input from the respective departments, will let the Board of Supervisors know what the cuts will mean for County-administered programs and the residents of our County. The cuts may look modest, however it will be important to let the Supervisors know what the cuts mean in comparison to last year and in the context of continuous cuts over time. IGEA will have an executive summary ready by the end of January 10, 2013 for the Board and then a more detailed analysis with impact data ready prior to the Tuesday, January 15, 2013 Board meeting. IGEA is most interested in the cuts that are likely to impact the lowest income communities.

Dr. McCroskey referred to the report, *Shrinking Investments Yield Smaller Returns* and the website, Save My Seat ([www.savemyseatla.org](http://www.savemyseatla.org)) as resources for studying impact in Los Angeles County. She also referred to the news articles featuring the need for subsidized early care and education services included in member and guest meeting packets. Dr. McCroskey mentioned that the Los Angeles Times editorial board will look at early care and education as a primary area of advocacy.

Ms. Charnofsky reported that the State is about \$2 billion shy of balancing the budget. Currently, there is \$1 billion in reserves, which the Governor plans to grow. She expects that the Governor is asking for a cut in child care and development services to avoid having the community ask for restoration of previous cuts. In the end, she does not think child care and development will face cuts.

Mr. Sonenshein reminded members that the Governor does maintain the line item veto authority, which he has exercised in the past. Despite the two-third majority of Democrats, the

Governor is cautioning against direct revenue increases. In fact, the Governor will not sign tax increases as he said he would take such requests to the public.

Initiatives are being proposed by legislators that would allow local communities to raise taxes to fund such things as libraries, education, community development, transportation, and more. The initiatives would create a constitutional amendment so county and local governments can raise taxes with approval by 55 percent rather than the current required two-thirds of the voters. Senator Mark Leno has an education proposal that is gaining traction. Currently, the language of the initiative is geared to local education agencies as opposed to a broader spectrum approach; early care and education advocates are hoping to convince him to think about education beginning at birth.

#### **V. ANNOUNCEMENTS AND PUBLIC COMMENT**

- Ms. Sanchez announced that a fact sheet on Race to the Top – Early Learning Challenge is available for groups to include in their advocacy packets. She added that a team of stakeholders are trying to figure out how to leverage health care reform to expand developmental screenings.
- Ms. Malaske-Samu referred members and guests to their meeting packets for information on accessing the Head Start research. Efforts are underway to interpret the findings. Dr. McCroskey asked that LACOE help the Roundtable understand the findings at a future meeting date.

#### **VI. CALL TO ADJOURN**

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

#### **Commissioners Present:**

Ms. Jeannette Aguirre  
Ms. Maria Calix  
Dr. Sam Chan  
Mr. Duane Dennis  
Dr. Robert Gilchick  
Ms. Dora Jacildo  
Dr. Sharoni Little

Ms. Kathy Malaske-Samu  
Dr. Jacquelyn McCroskey  
Ms. Terri Chew Nishimura  
Mr. Adam Sonenshein  
Ms. Nina Sorkin

55 percent of members were in attendance

**Guests:**

Ms. Debi Anderson, Los Angeles County Office of Education, Head Start-State Preschool  
Mr. Robert Beck, Department of Public Social Services  
Ms. Patricia Carbajal, Intergovernmental and External Affairs, Chief Executive Office  
Ms. Tessa Charnosky, First 5 LA  
Ms. Maureen Diekmann, Los Angeles Unified School District, Early Childhood Education  
Ms. Nora Garcia-Rosales, Department of Public Social Services  
Ms. Jessica Guerra, Crystal Stairs, Inc.  
Ms. Mary Hammer, South Bay Center for Community Development  
Ms. Patricia Herrera, 211 LACounty  
Mr. Takin Khorram, Los Angeles County Counsel  
Ms. Terry Ogawa, Center for the Study of Social Policy  
Ms. Melina Sanchez, Children Now  
Mr. Steve Sturm, Department of Children and Family Services  
Ms. Angela Vazquez, Advancement Project

**Staff:**

Ms. Yecenia Cardenas  
Ms. Helia G. Castellan  
Ms. Helen Chavez  
Ms. Laura Escobedo  
Ms. Michele Sartell



# County of Los Angeles CHIEF EXECUTIVE OFFICE

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Fifth District

January 31, 2013

To: Supervisor Mark Ridley-Thomas, Chairman  
Supervisor Gloria Molina  
Supervisor Zev Yaroslavsky  
Supervisor Don Knabe  
Supervisor Michael Antonovich

From: William T Fujioka  
Chief Executive Officer

## FOURTH STATUS REPORT ON THE CHILD CARE POLICY FRAMEWORK

On March 29, 2011, the Board adopted the updated Child Care Policy Framework and a series of related recommendations. As a part of that action, the Office of Child Care, within the Service Integration Branch of the Chief Executive Office, was directed to provide status reports in July and January of each year through 2013. This is the fourth status report on the implementation of the Child Care Policy Framework, covering the period of July 1 through December 31, 2012, and is organized by the goals of the Child Care Policy Framework.

**Goal 1.** The quality of child development services in Los Angeles County will be improved as the Steps to Excellence Project (STEP) is expanded and support services to STEP participants are intensified.

STEP is a child care quality rating and support system developed by the Policy Roundtable for Child Care (Roundtable) and administered by the Office of Child Care. The pilot phase of STEP was funded primarily by First 5 LA, from August 2008 through November 2011. As of December 2011, STEP has been funded by Los Angeles Universal Preschool (LAUP) as a project of the Early Childhood Workforce Consortium.

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The following are highlights of STEP accomplishments for this reporting period:

- In September, 26 programs were referred to our partner, the UCLA-Center for Improving Child Care Quality, for reviews;
- Quality Improvement Grant requests are being processed for 30 STEP programs;
- 16 quality improvement trainings were conducted involving 129 STEP participants; and
- As a part of its expansion effort, STEP initiated the recruitment of family child care homes and child care centers in Boyle Heights, Watts/Willowbrook, San Fernando, Torrance and Lancaster. A sample recruitment brochure is attached.
- In December 2012, STEP launched three innovative services:
  1. STEP Renewal: Family child care providers who were early participants in the STEP pilot phase were encouraged to renew their ratings and informed of incentives to continue their participation in STEP;
  2. STEP Peer Advisor and Leader: Family child care providers who earned STEP ratings of three or higher were invited to become Peer Advisors and mentor other family child care providers. Programs rated at STEP, three have demonstrated substantially higher staff qualifications, developmentally appropriate learning environments, and understanding of and connection to community resources; and
  3. Sid the Science Kid: STEP is collaborating with the UCLA Early Care and Education Program on a Boeing funded project to implement *Sid the Science Kid* curriculum in family child care homes. STEP family child care providers in Inglewood were invited to participate in this unique training opportunity. Various studies of early care and education programs have cited weaknesses in the area of "instructional support." This project offers family child care providers access to a curriculum and the opportunity to develop their understanding of foundational math and science concepts.

As a result of our experience with STEP, the Office of Child Care was invited to participate in the California Department of Education's (CDE) application to Race to the Top – Early Learning Challenge Grant (RTT-ELCG). This application was designed to support local child care rating and improvement efforts already underway in 16 counties. Los Angeles County was the only jurisdiction with two participants, STEP and LAUP.

CDE was notified that their application was successful in December 2011. Planning activities with CDE and the 15 other counties began in early 2012 and on October 30, 2012, the Board of Supervisors accepted a multi-year contract to implement the Race to the Top – Early Learning Challenge Grant in Los Angeles County. This project will run through December 2015, and the total funding for this project is \$5,149,500. LAUP will be operating a similar contract. Services developed under RTT-ELCG are intended to target at-risk children, including those who are low-income, infants and toddlers, at risk of abuse and/or neglect, and dual language learners.

During the months of November and December, the Office of Child Care finalized agreements with:

- UCLA – Center for Improving Child Care Quality to conduct program ratings;
- Child Care Alliance of Los Angeles to provide coaching services to STEP participants; and
- Project Outreach Consultant to assist in recruiting family child care homes and child care centers to participate in RTT-ELCG.

An RTT-ELCG component has been added to the Office of Child Care web page and agreements with a number of partners have jump-started recruitment efforts. This project is committed to serving 175 programs by providing technical assistance and on-site coaching; quality improvement grants; and multiple program ratings. Volunteers of America-Los Angeles and California Children's Academy have committed 40 and 10 child development centers respectively to participate in RTT-ELCG. Both of these organizations have child development programs located throughout Los Angeles County. As a result of a partnership with the Mexican American Opportunity Foundation (MAOF), at least 15 family child providers, involved in MAOF networks will be participating in RTT-ELCG. These family child care homes are located in Hawaiian Gardens, Norwalk, Gardena, El Monte, and South El Monte. And finally, the Office of Child Care is working with the Department of Children and Family Services (DCFS) to identify early care and education programs serving DCFS children in the Vermont Corridor.

**Goal 2.** Local, State and Federal policies and budgets will strengthen the child development infrastructure and support the expansion of high quality child development services that integrate family support, health, mental health and other relevant services into their operations.

With the implementation of the 2012-13 California State budget, Los Angeles County has experienced reductions in State Preschool Programs, Alternative Payment Programs, and General Child Care. In addition, State Preschool Programs, the majority of which provide part-day school readiness services for low-income children between three and five years of age, are now required to assess and collect parent fees. CDE will be reporting to the Legislature on the number of children statewide who lose access to these services as a result of non-payment of family fees. As that information becomes available, the Office of Child Care will engage in a review to determine the impact on children and families in Los Angeles County.

In addition, the Policy Roundtable for Child Care and the Child Care Planning Committee contributed to the County's State and Federal legislative platforms.

Recognizing the increasingly important role of federal resources to the early care and education sector, the Roundtable devoted a portion of its December meeting to the Federal Budget process, including the implications of sequestration for early care and education. Both Head Start and the Child Care and Development Block Grant continue to be at risk for substantial cuts. Materials were prepared on these issues and are available on the Office of Child Care's website.

**Goal 3:** County departments will work collaboratively with each other and community partners to maximize the utilization of available resources, support quality improvements and promote the delivery of integrated services for children and their families. Particular emphasis will be placed on connecting the following populations to child development resources and when appropriate, early intervention services:

- CalWORKs families who are homeless and have young children;
- Children under the supervision of DCFS and the Probation Department, including those in foster care, kin care and with their families; and
- Teen parents under the jurisdiction of DCFS and/or the Probation Department.

In response to a request from the Office of Los Angeles Mayor Antonio Villaraigosa, the Roundtable devoted a portion of its November 14, 2012 meeting agenda to providing input on the City of Los Angeles Consolidated Plan. This plan is intended to serve as a blueprint for how the City will invest in low income neighborhoods and build sustainable communities over the next five years, using four grants Federal Housing and Urban Development grants, including:

- Community Development Block Grant (CDBG);
- HOME Investment Partnerships Program (HOME);

- Emergency Solutions Grant (ESG); and
- Housing Opportunities for Persons with AIDS Grant (HOPWA).

In developing this plan, City representatives engaged a range of community members and organizations in dialogue to identify housing and community development priorities.

The Roundtable is also working with the CEO Homeless Coordinator regarding implementation of the Family Solution Centers and strategies to connect Family Solution Center clients to early care and education services.

**Goal 4.** County departments will work collaboratively with the Los Angeles County Office of Education, key school districts and community-based child development services to integrate services, thereby supporting effective:

- Articulation between child development and kindergarten;
- Design of developmentally appropriate transitional kindergarten programs; and
- Identification and utilization of new or nontraditional funding.

#### Transitional Kindergarten in Los Angeles County

The December 2012 Roundtable meeting provided a forum for a multi-faceted presentation on Transitional Kindergarten (TK). Speakers addressed the following issues:

- Ms. Araceli Sandoval, with Preschool California, provided an overview of TK including SB 1381 and its intent. As a result of SB 1381, children entering kindergarten in 2014-15 will be required to be five years of age by September 1, 2014. TK, the first year of a two-year kindergarten program, is intended to provide "young kindergarteners with the gift of time," through a developmentally appropriate program that bridges the early care and education and K-12 systems;
- Ms. Yvette Streeter and Ms. Kristina Damon with the Long Beach Unified School District described their experience in moving from the Preppy Kindergarten pilot in 2007 involving one classroom, to a district wide system of 26 transitional kindergarten classrooms located at 26 elementary schools throughout the District;

- Ms. Maureen Diekmann, with Los Angeles Unified School District (LAUSD), discussed the LAUSD experience with TK which now serves 3,400 children; and
- Ms. Judith Sanchez, with Los Angeles County Office of Education (LACOE), addressed the support services which LACOE provides to school districts as they design and implement TK.

#### New and Nontraditional Funding Opportunities

The Roundtable continues to monitor planning for an Educare program in Los Angeles County. The first Educare program was established in Chicago in 2000. Using a public-private partnership model, Educare programs are research based; serve children from birth through five years of age; provide services full-day, full-year; utilize small class sizes and highly qualified staff; and offer comprehensive services for children and their families. Currently the Educare Network includes 17 programs throughout the United States. The first Educare program in California is in development in San Jose.

At the November 2012 Roundtable meeting, Ms. Sonia Campos-Rivera with the Los Angeles Chamber of Commerce updated the Roundtable on local Educare planning efforts. She reported that the Montebello, Pasadena, Lynwood, and Long Beach School districts are interested in hosting an Educare program. Other Educare programs have relied heavily on Head Start funding. Unfortunately, Head Start funding decisions which were expected to be announced by January 2013 have been delayed to Spring 2013. As a result, the announcement of a local Educare program host will also be delayed.

Currently, the goal is to establish a single Educare program in Los Angeles County. The comprehensive nature of Educare services substantially increases the per child costs, making broad scale replication unlikely. However, the opportunity to establish such a program could inform our understanding of program impacts and contribute to the replication of services with the potential for significant and positive outcomes.

**Goal 5.** The Chief Executive Office (CEO) will facilitate County department efforts to work internally, across departments and with community partners, to integrate the Strengthening Families Approach (SFA) and Protective Factors into their work with children, families, and communities; and engage families in high quality child development services. The CEO, with assistance from the Center for the Study of Social Policy and key local partners, will establish a multidisciplinary SFA learning community designed to support ongoing professional development and SFA projects that are underway or emerging in County departments.

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January 31, 2013  
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Ten County departments are participating in the Los Angeles County Strengthening Families Learning Community. While Learning Community members continue to explore, test and learn how the five Protective Factors can be integrated into their work for the purpose of supporting families, there is considerable interest in how to connect the Learning Community and its members, to other Strengthening Families efforts underway in the community. Rather than duplicating or fragmenting efforts, the Learning Community is committed to enhancing and deepening efforts to integrate protective factors into community and County services.

As a part of that process, members of the Strengthening Families Learning Community collaborated on the development of a proposal to the Federal Administration of Children, Youth and Families in June 2012. We were recently informed that proposal was not accepted for funding, however, a local foundation is interested in supporting the project.

Plans are underway to engage the Strengthening Families Learning Community in the development and implementation of the family engagement component of the RTT-ELCG program rating rubric.

### **Conclusion**

The economic outlook appears to be improving and Governor Brown's proposed budget for 2013-14 is noteworthy for more than cuts. In fact, the Governor is proposing to reinvest in education. Unfortunately, that reinvestment does not extend to the early care and education sector. Research from economics, neuroscience, and education has demonstrated the cost effectiveness of programs which support the healthy development of young children over programs aimed at remediation in elementary and high school. This reality will inform our work going forward.

Should your staff have questions regarding this report, they can contact Trish Ploehn at (213) 974-4532 or via e-mail at [TPloehn@ceo.lacounty.gov](mailto:TPloehn@ceo.lacounty.gov).

WTF:AJ:TP  
LB:KMS:km

### **Attachment**

c: Executive Office, Board of Supervisors  
County Counsel  
Policy Roundtable for Child Care

## **How can I participate in the RTT-ELC Pilot?**

Please go to the Office of Child Care website ([www.childcare.lacounty.gov](http://www.childcare.lacounty.gov)) to download a RTT-ELC Pilot application packet. To request an application via mail, call the Office of Child Care at (213) 974-1188.

## **Who Developed RTT-ELC Pilot?**

California recently received a highly competitive Race to the Top-Early Learning Challenge (RTT-ELC) federal grant to improve the quality of early learning programs and close the achievement gap for vulnerable young children. Over the next three years, California, led by local efforts in 16 counties in collaboration with the California Department of Education, will work together to ensure positive outcomes for the state's infants, toddlers and preschoolers.

## **Where can I get more information?**

Please contact the Los Angeles County Office of Child Care at (213) 974-4103 or on the Web at [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov).



**222 South Hill Street, 5<sup>th</sup> Floor Los Angeles, California 90012**  
Office: (213) 974-4103 [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov)



# **RTT-ELC Pilot**

A Child Care Quality Rating and Improvement System



## **Information Brochure**

**222 South Hill Street, 5<sup>th</sup> Floor Los Angeles, California 90012**  
Office: (213) 974-4103 [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov)

## What is the Race to the Top Early Learning Challenge (RTT-ELC) Pilot ?

RTT-ELC is a new child care quality rating and improvement system being piloted in Los Angeles County. The Race to the Top Early Learning Challenge (RTT-ELC) is a federally funded pilot program that will improve the quality of licensed child care programs. RTT-ELC's goal is to close the achievement gap for young children ages birth to five who are "high needs" (e.g. low-income, dual language learners (DLL), have special needs or are under the supervision of child protective services).

## What will RTT-ELC do in Los Angeles County?

The Los Angeles County Office of Child Care will use RTT-ELC funds to improve the quality of licensed family child care homes and center-based programs serving high need children. Our goal is to serve up to 175 child care programs by providing quality rating assessments, quality improvement training, coaching and financial incentives.

The end goal of California's RTT-ELC effort is that young children, participate those who are low-income, dual language learners (DLL), or children with disabilities or developmental delays have access to high quality early learning programs so that they thrive in their early learning settings and succeed in kindergarten and beyond.

## Who can participate in the RTT-ELC Pilot?

Licensed family child care homes and child development centers that are serving **high needs children** ages birth to five may volunteer to participate in our RTT-ELC Pilot program. Eligible programs must have a child care license for at least 12 months and must meet the RTT-ELC Pilot's licensing standards. At this time, child care programs participating in the Steps to Excellence Program (STEP) or funded by the Los Angeles Universal Preschool (LAUP) are **not** eligible to participate in the RTT-ELC Pilot.

## How can the RTT-ELC Pilot benefit my child care program?

Child care programs that choose to participate in our RTT-ELC pilot program will be eligible to receive:

- Grants to help you improve your child care program
- 2 free quality assessments of your child care program (a service valued at \$2,000 per visit)
- Coaching and support to help you improve the quality of your child care program (a service valued at \$2,300 per year)
- Opportunities to meet and network with child care providers

Our RTT-ELC funding will expire December 31, 2015. Therefore, our services will be offered up until that date.

## How will the RTT-ELC Pilot rate Child Care quality?

The RTT-ELC Pilot examines three core areas of a child care program's operation. These areas are:



Core I –Child Development and School Readiness



Core II –Teachers and Teaching



Core III –Program and Environment

Each participating program will receive a quality rating score after completing an on-site observation. Results will be shared with program staff and promoted on the Office of Child Care's website.

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# County of Los Angeles CHIEF EXECUTIVE OFFICE

Kenneth Hahn Hall of Administration  
500 West Temple Street, Room 713, Los Angeles, California 90012  
(213) 974-1101  
<http://ceo.lacounty.gov>

WILLIAM T FUJIOKA  
Chief Executive Officer

January 3, 2013

To: All Department Heads

From: William T Fujioka  
Chief Executive Officer

Board of Supervisors  
GLORIA MOLINA  
First District

MARK RIDLEY-THOMAS  
Second District

ZEV YAROSLAVSKY  
Third District

DON KNABE  
Fourth District

MICHAEL D. ANTONOVICH  
Fifth District

## **DEVELOPMENT OF COUNTY POSITIONS ON LEGISLATION AND STATE BUDGET ITEMS AND ADVOCACY OF COUNTY INTERESTS IN SACRAMENTO**

This memorandum is to review the procedures for the development of County positions on legislation and State Budget items and advocacy of County interests in Sacramento.

### **Seeking a County Position on Legislation and State Budget Items**

Throughout the 2013-14 Legislative Session, the County will take positions on various legislative and State Budget items. Consistent with Board-approved policy, no County department or commission may take an advocacy position on any legislation. However, pursuant to Policy 7.040 of the Board of Supervisors Policy Manual, in all instances, the Board must be notified prior to the Sacramento advocates pursuing a County position using the following procedures:

**Existing Policies and Positions:** When a recommended position is consistent with existing County policy, as adopted in the State Legislative Agenda (Attachment I), the Chief Executive Office Intergovernmental and External Affairs staff will work with affected departments to prepare a pursuit of advocacy position for inclusion in a Sacramento Update.

The Chief Executive Office Intergovernmental and External Affairs staff will prepare Sacramento Updates, issued on as-needed basis, to provide the Board with an overview and the status of recent legislative actions, the status of legislation of interest to the County, and any new legislative positions that the County will be pursuing based on existing policy.

*"To Enrich Lives Through Effective And Caring Service"*

**Please Conserve Paper -- This Document and Copies are Two-Sided  
Intra-County Correspondence Sent Electronically Only**

**New Policies and Positions:** If existing policy is not applicable to a particular legislation or State Budget item, a Board letter containing an analysis of the issue will be prepared by the CEO in coordination with the affected departments. The analysis of the issue must include the fiscal, programmatic, and service impact on affected departments, committees, commissions, or advisory bodies, and the CEO's recommended position. The letter is placed on the Board Agenda and, if approved, the item is added to the State Legislative Agenda.

If a Board member places a motion on the Board Agenda recommending a position on legislation or a State Budget item, it is the responsibility of the CEO and affected departments to prepare a memorandum on the impact of the motion. When the motion is approved, the position and related policy will be added to the State Legislative Agenda.

**Guidelines for County Commissions and Other Advisory Bodies:** County committees, commissions, and other advisory bodies seeking a position on legislation or State Budget items must submit their recommendations to the CEO for review to determine if they are consistent with existing County policy prior to taking a position. Upon completion of the review, the CEO will provide a copy of the review findings to the committee, commission or advisory body. The review must be attached to the document containing the recommendations for transmittal to the Board of Supervisors.

#### **Advocacy of the County's Interests**

The Sacramento advocates represent the County's interests based upon the policies contained in the Board-adopted State Legislative Agenda. At times, departments or commissions may receive requests for a County position from professional associations or advocacy groups. A department or commission must submit a request to the CEO to pursue legislation or take positions on behalf of the County on bills sponsored or supported by professional associations. The CEO must determine that the position is consistent with existing policy and notify the Board in a Sacramento Update. Once the Board is notified and provides approval, the department or commission may work with the Sacramento advocates to pursue the item of County interest.

#### **Responsiveness to Board Agenda Items on Legislation and the State Budget**

As noted above, the Chief Executive Office provides recommendations to the Board on Agenda items affecting legislation, the State Budget and other policy issues. It is particularly important that departments provide their assessment of these issues to the CEO in a timely manner. In most cases, the CEO is able to obtain general information

All Department Heads  
January 3, 2013  
Page 3

on proposed legislation; however, the CEO relies on the technical expertise of departments for information on programmatic and fiscal impact.

Special attention is required when legislative items are on the Board's Tuesday Agenda. Please ensure that you provide your CEO Legislative Analyst with Agenda-related information by 12 p.m. on Friday for items on the regular Board Agenda. For items on the Supplemental Agenda (Green Sheet), the deadline is 9:30 a.m. on the Monday before the Board's Tuesday meeting. It is the intention of the CEO to provide the Board with Agenda memos no later than 12 p.m. on the day before Board meetings.

If the Chief Executive Office does not receive the requested information by the deadlines, it will be noted in the Agenda memo to the Board. This may require departments that are closed on Friday to make special arrangements to comply with this request. It will also require close coordination with this office, affected departments, Board offices, and the Executive Office to identify legislative agenda items that may be placed on the Green Sheet as early as possible in order to immediately begin the analysis.

**Attendance at Meetings and Hearings in Sacramento**

To ensure coordination, especially with the Sacramento advocacy office, it is important that County officials and departmental staff advise the Board and this office of plans to attend meetings and legislative hearings in Sacramento prior to these events. County departments must complete and email the attached form (Attachment II) to Maggie Alvarez at [malvarez@ceo.lacounty.gov](mailto:malvarez@ceo.lacounty.gov) for this purpose.

Your continued cooperation with these procedures will help to enhance the coordination and effectiveness of our advocacy efforts. Any questions may be directed to Victoria Evers at (213) 974-1415 or via email at [vevers@ceo.lacounty.gov](mailto:vevers@ceo.lacounty.gov) or you may contact your CEO Legislative Analyst (Attachment III).

We appreciate your efforts and cooperation in this regard.

**Attachments**

WTF:RA  
MR:VE:ma

c: Deputy Chief Executive Officers  
County Commissions

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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**  
**First Year of 2013-14 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 First Year of the 2013-14 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.

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## 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 children 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:

- Fostering the engagement of parents that promotes their child's optimal 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 attend 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 culturally 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 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:

- Increasing to, at a minimum, annual inspections of centers and family child care homes.
- 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.
- Increasing funds for expansion of high quality full-day, full-year services for all ages.
- Offering tax incentives to businesses to provide or subsidize employee's early care and education services.
- 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 rates based on geographic location.

**6. Support the streamlining of California Department of Education/Child Development Division CDE/CDD administrative processes to expand access for low-income families, ensure continuity of care, and promote flexible use of early care and education 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 child care and education services, ensure that participating families are afforded the time and information needed to evaluate their child 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 Policy Roundtable for Child Care



*Policy Brief*

*February 5, 2013*

### **GOVERNOR'S PROPOSED 2013-14 STATE BUDGET CHILD CARE AND DEVELOPMENT SERVICES**

#### **Overview**

On January 10, 2013, Governor Jerry Brown released his proposal for the 2013-14 budget. The Governor proposes a multiyear plan for a balanced budget, maintains a reserve of \$1 billion and pays down debt from previous years. The Governor's budget reflects his priorities to invest in K-12 education, increase funding for public higher education and implement federal health care reform. As in previous years, the Governor expresses his commitment to ensuring a balanced budget and "long-term financial stability" for the State of California.<sup>1</sup>

The remainder of this policy brief summarizes the Governor's proposals for child care and development services for 2013-14.

#### **Budget Proposals for Child Care and Development Services**

Overall, the Governor proposes modest reductions to the budget for child care and development services (see Table 1). While on the surface administrative restructuring of non-Proposition 98 child care and development services appears to be off the table, more careful scrutiny suggests that the Governor is committed to devolving funding to the local level. Specifically, the Governor's proposals are as follows:

- Imposes a .05 percent negative statutory "growth" adjustment to State Preschool, General Child Development, Migrant Child Care, and the Alternative Payment Program.<sup>2</sup>
- Decreases funding for CalWORKs Stage 2 Child Care by \$21 million to reflect a decline in the number of eligible families. The Governor's budget summary states that the 6,000 children determined eligible for diversion services in Stage 2 in 2010-11 are re-entering Stage 3 in 2012-13. He expects the trend to continue into 2013-14.
- Increases funding by \$24.2 million in CalWORKs Stage 3 Child Care to handle the transfer of the approximately 6,000 children from Stage 2.
- Calls upon the Department of Social Services to convene a stakeholder group to assess the current structure and seek opportunities for streamlining and making other improvements to the system. According to the Child Development Policy Institute (CDPI), the meetings will be held in March and a final report is due in April.<sup>3</sup>

Tucked into the Governor's proposals for expanding Medicaid as required by the federal Affordable Care Act (ACA) is reference to "shifting programmatic and fiscal responsibility for various human services programs, including subsidized child care to counties." Briefly, the Governor offers two options for Medicaid expansion, state-based or county-based. According to the stated rationale for making the shift is that under the state-based option, the state would need to capture county savings to finance the expansion.

<b>Table 1. Comparison between 2012-13 Budget and Proposed 2013-14 Budget</b>			
	<b>2012-13 Budget</b>	<b>Proposed 2013-14 Budget<sup>4, 5</sup></b>	<b>Difference<sup>6</sup></b>
<b>Proposition 98 General Fund</b>			
State Preschool <sup>7</sup>	\$481,003,000	\$480,761,000	-\$242,000
<b>Non-Proposition 98 General Fund</b>			
General Child Development	\$464,913,000	\$464,681,000	-\$232,000
Migrant Child Care	\$26,056,000	\$26,043,000	-\$13,000
Alternative Payment (AP) Program	\$174,031,000	\$173,944,000	-\$87,000
CalWORKs Stage 2 (AP)	\$419,286,000	\$398,308,000	-\$20,978,000
CalWORKs Stage 3 (AP)	\$148,425,000	\$172,595,000	\$24,170,000
Resource and Referral Programs	\$18,688,000	\$18,687,000	-\$1,000
Handicap Allowance	\$1,452,000	\$1,452,000	No change
CA Child Care Initiative	\$225,000	\$225,000	No change
Quality Improvement	\$49,490,000	\$46,476,000	-\$3,014,000
Local Planning Councils	\$3,319,000	\$3,319,000	No change
Accounts Payable	\$4,000,000	\$4,000,000	No change
<b>Non-Proposition 98 Sub-total</b>	<b>\$1,309,885,000</b>	<b>\$1,308,381,000</b>	<b>-\$1,504,000</b>
Child Care Facilities Revolving Fund	\$5,000,000	\$5,000,000	No change
Cost of Living Adjustment (COLA)	\$0	\$0	No change
Growth	\$0	(see endnote 4)	
<b>Proposition 98 and non-Proposition 98 Sub-total</b>	<b>\$1,795,888,000</b>	<b>\$1,794,142,000</b>	<b>-\$1,746,000</b>
<b>Department of Social Services<sup>8</sup></b>			
CalWORKs Stage 1	\$408,579,000	\$409,563,000	\$984,000
<b>Learning Supports</b>			
After School and Education Safety Program	\$547,025,000	\$546,965,000	\$60,000
21 <sup>st</sup> Century Community Learning Centers	\$143,949,000	\$121,567,000	-\$22,382,000 <sup>9</sup>
Cal-SAFE Child Care	\$24,778,000	(see section on pregnant and parenting teens on page 3)	
Pregnant Minor Program	\$13,327,000		
<b>Learning Supports Totals</b>	<b>\$729,079,000</b>	<b>\$668,532,000</b>	<b>-\$22,322,000</b>
<b>California Community Colleges<sup>10,11</sup></b>			
Cal-WORKs Child Care – Community Colleges	\$9,188,000	\$9,188,000	
Campus Child Care Tax Bailout	\$3,350,000	\$3,350,000	
<b>Other</b>			
State Advisory Council on Early Childhood Development	\$162,000 <sup>12</sup>		
Race to the Top-Early Learning Challenge Fund <sup>13</sup>	\$11,913,000	\$11,548,000 <sup>14</sup>	-\$365,000

## Funding for Quality Activities

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In years past, the budget bills have indicated allocation earmarks for certain quality activities, including: schoolage care and resource and referral, increasing the supply and quality of care for infants and toddlers, federal funds available for increased licensing inspections, Trustline registration workload, and health and safety training for licensed and exempt child care providers. Budget bills AB 73 (Blumenfield) and SB 65 (Leno) have replaced the provision with language stating that funding will be “allocated to meet the federal requirements to improve quality of child care and be used in accordance with the approved California plan for the federal Child Care and Development Fund.”<sup>15</sup> In addition, the provision from previous years accounting for the allocation of funding for the child care worker recruitment and retention program (also referred to as AB 212) and the Child Development Training Consortium has been removed.<sup>16</sup>

According to On the Capitol Doorstep’s handout, *Child Care and Development Funding in Governor Brown’s Proposed 2013-14 State Budget*, quality improvement funding is reduced by one-time funding available last year. Approximately half as much funding is available this year, making the reduction closer to \$1.5 million. The current plan for federal fiscal year 2012-13 lists 26 quality-funded activities.<sup>17</sup> The state plan requires approval of the Department of Finance before funds may be expended. The California Department of Education/Child Development Division expects to complete the draft plan containing their recommendations by the spring of 2013.

## Pregnant and Parenting Teens

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Currently, two State funded programs are designed to ensure that pregnant and parenting teens receive the support they need to graduate from high school, including access to child care and development services. The Governor’s proposed budget is likely to impact both programs in very different ways.

*Cal-Learn* is a mandatory program for CalWORKs participants receiving cash assistance, under 19 years old, are pregnant or parenting, and have not completed high school education or obtained equivalent certificate of completion. Current and former Cal-Learn youth who have not completed their high school education prior to reaching age 19 can volunteer to stay in the program until they reach age 20 or complete their high school education or equivalent, whichever comes first. Cal-Learn includes intensive case management and support services as well as fiscal incentives and disincentives to eligible recipients. Cal-Learn participants are eligible for CalWORKs Stage 1 Child Care. The Cal-Learn program, partially suspended for FY 2011-12, including case management services for the pregnant and parenting teens provided by Adolescent Family Life Programs<sup>18</sup>, was restored beginning with the FY 2012-13 budget with full implementation budgeted for FY 2013-14.

*California School Age Families Education (Cal-SAFE) Programs* support the academic success of pregnant and parenting teens while connecting enrolled students with support services and providing child care and development services. The proposed budget eliminates Cal-SAFE as an educational categorical program, which reflects the Governor’s intent to eliminate all education such categorical programs and shift funds to local discretion.<sup>19,20</sup>

Since 2009, Cal-SAFE became a Tier 3 categorical program, which loosened state restrictions and allowed school districts discretion on making spending decisions with their categorical funds as they saw fit.<sup>21</sup> By eliminating the categorical program completely, funds would be subsumed into the Local Control Funding Formula with schools making decisions on how to spend their allocation of funds based on the needs of the community.<sup>22</sup>

## Potential Implications of Federal Budget Negotiations

Budget debates occurring at the federal level add an additional layer of uncertainty to future funding for child care and development services and therefore deserve attention. The American Taxpayer Relief Act of 2012 passed by Congress and approved by the President shortly before the new year extended expiring tax cuts except to the wealthiest and postponed the automatic across the board spending cuts (known as sequester) to March 1, 2013. If sequestration occurs, discretionary programs inclusive of the Child Care and Development Block Grant as well as the federally funded Early Head Start and Head Start program will suffer significant reductions in funding. In addition, the Continuing Resolution passed in September 2012 maintaining existing funding levels for early childhood programs is due to expire March 1<sup>st</sup> and could result in further cuts.

## For More Information on 2010-11 Budget Bills: Impact on Children and Families

A number of organizations have developed overviews and analyses of the 2013-14 Budget as it impacts health and human services for children and families, including child care and development as follows:

California Budget Project	<a href="http://www.cbp.org">www.cbp.org</a>
California Child Care Resource and Referral Network	<a href="http://www.rnetwork.org">www.rnetwork.org</a>
Child Development Policy Institute	<a href="http://www.cdpi.net">www.cdpi.net</a>
Legislative Analyst's Office	<a href="http://www.lao.ca.gov">www.lao.ca.gov</a>
ZERO TO THREE – Western Office	<a href="http://www.zerotothree.org/about-us/western-office.html">www.zerotothree.org/about-us/western-office.html</a>

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Questions or comments relating to this policy brief may be referred to Michele Sartell, Los Angeles County Office of Child Care within the Service Integration Branch of the Chief Executive Office, by e-mail at [msartell@ceo.lacounty.gov](mailto:msartell@ceo.lacounty.gov) or by telephone at (213) 974-5187.

### Endnotes:

- <sup>1</sup> Brown, Jr. E.G. *2013-14 Governor's Budget Summary*. State of California, January 10, 2013.
- <sup>2</sup> Assembly Budget Committee. *Highlights of Governor's Proposed 2013-14 Budget*. January 10, 2013.
- <sup>3</sup> Child Development Policy Institute. *Capitol Plus, Vol. 4, No. 2*. January 19, 2013.
- <sup>4</sup> AB 73 (Blumenfield): 2013-14 Budget. Item 6110-194-0001. Introduced: January 10, 2013.
- <sup>5</sup> SB 65 (Leno): 2013-14 Budget. Item 6110-194-0001. Introduced: January, 20, 2013.
- <sup>6</sup> The reductions for State Preschool, General Child Development, Migrant Child Care and the Alternative Payment Program reflect a negative statutory "growth" adjustment of .05 percent.
- <sup>7</sup> Of the amount appropriated for State Preschool, \$5 million is available for the family literacy supplementary grant. See AB 73 (Blumenfield): 2013-14 Budget. Item 6110-196-0001, Provision 5. Introduced: January 10, 2013.
- <sup>8</sup> *California Child Care Programs Local Assistance – All Funds – 2013-14 Governor's Budget*.
- <sup>9</sup> Of the funding allocation to 21<sup>st</sup> Century Community Learning Centers in the 2012-13 budget, \$22,382,000 was one-time carryover from prior years payable from the federal trust fund.
- <sup>10</sup> AB 1497, Chapter 29: Budget Act of 2012, Approved: June 27, 2012; 6870-101-0001(23).
- <sup>11</sup> AB 73 (Blumenfield): 2013-14 Budget. Item 6870-101-0001(23). Introduced: January 10, 2013.
- <sup>12</sup> AB 1464, Chapter 21: 2012-13 Budget, Approved: June 27, 2012; 6110-199-0890.
- <sup>13</sup> AB 73 (Blumenfield): 2013-14 Budget, Introduced: January 10, 2013; Item 6110-200-0890. This item is supported with American Recovery and Reinvestment Act (ARRA) funds.

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<sup>14</sup> Of the funding, \$10,359,000 (compared to \$10,059,000 in 2012-13) would be available for allocation to local regional leadership consortia to improve upon or develop local quality rating systems.

<sup>15</sup> AB 73 (Blumenfeld): 2013-14 Budget. Item 6110-194-0001, Provision 1. Introduced: January 10, 2013.

<sup>16</sup> As reference, see AB 1497, Chapter 29: Budget Act of 2012, Approved: June 27, 2012; 6110-194-0001, Provision 9.

<sup>17</sup> Child Care and Development Fund (CCDF) Plan for State and Territory: California – FFY 2012-13.

Retrieved on February 4, 2013 from [www.cde.ca.gov/sp/cd/re/documents/stateplan1213final.pdf](http://www.cde.ca.gov/sp/cd/re/documents/stateplan1213final.pdf).

<sup>18</sup> Adolescent Family Life Programs (AFLPS) receive federal funds to provide comprehensive case management services to pregnant and parenting teens and their children. The AFLPs promote positive youth development, building upon the teen's strengths and resources with the goal of improving the health of the teen and her baby, supporting her graduation from high school, reducing repeated pregnancies, and connecting the family with resources. In Los Angeles County, the Department of Public Social Services (DPSS) contracts with the AFLPs to provide the Cal-Learn case management services.

<sup>19</sup> California Child Development Administrators Association. *The Governor's Budget Proposal 2013-14 Dissected*. January 24, 2013.

<sup>20</sup> According to Children Now, Cal-SAFE is one of 40-50 categorical programs proposed for permanent elimination, currently representing over \$7.4 billion in school funding. See *Wondering What to Make of Governor Brown's School Finance Reform Proposal?* sent via e-mail by Children Now on behalf of Pro-Kid – The Children's Movement, January 25, 2013. Available for download at [http://members.childrennow.org/site/MessageViewer?em\\_id=3801.0&dlv\\_id=6541](http://members.childrennow.org/site/MessageViewer?em_id=3801.0&dlv_id=6541).

<sup>21</sup> Taylor, M. *The Budget Package – 2009-10 California Spending Plan*. Legislative Analyst's Office, October 2009. Retrieved on February 4, 2013 from [www.lao.ca.gov/2009/spend\\_plan/spending\\_plan\\_09-10.pdf](http://www.lao.ca.gov/2009/spend_plan/spending_plan_09-10.pdf).

<sup>22</sup> The Governor proposes a new Local Control Funding Formula that would distribute combined resources to school districts through a base revenue limit funding grant per unit of average daily attendance (ADA). Districts would receive supplemental funding equal to 35 percent of the base grant dependent on the proportion of students who are English language learners and students eligible for free and reduced-price meals. An additional concentration grant equal to 35 percent of the base revenue limit funding grant for each English language learner and economically disadvantaged student would be allocated to districts in which this identified population exceeds 50 percent of the total student population. *California Budget Project. Governor Proposes Balanced Budget Highlighted by New Revenues, Investments in Education, and Expanded Health Coverage*. Updated: January 15, 2013. Retrieved on February 5, 2013 from [http://cbp.org/pdfs/2013/130110\\_Gov\\_Budget\\_Release.pdf](http://cbp.org/pdfs/2013/130110_Gov_Budget_Release.pdf).)

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# INVEST IN EARLY CARE AND EDUCATION

**64 percent of California's children have working parents. Only 25 percent of these children have a licensed child care space available to them.**

(Child Care Portfolio, 2011. CA Child Care Resource and Referral Network)

## Need for Investment

- 85 percent of a child's brain is formed by age three. Despite this, only six cents out of every dollar that California invests in early care and education services goes to support infants and toddlers (CA Water Cooler Policy Report, 2012; Children Now, 2012). Recent cuts further reduced this investment.
- According to the 2005 National Household Education Survey and the 2007 RAND California Preschool Study, subsidized programs of all types served about one third of eligible three-year-olds, about two thirds of eligible four-year-olds, and just eight percent of infants and toddlers from income-eligible families (Karoly, 2012).
- Roots of the achievement gap start long before children enter kindergarten. The children who start school behind tend to stay behind in vital areas such as language, social, and pre-mathematics skills. Low income children are set up to fail from the start without equal and adequate educational investment (Cannon & Karoly, 2007).

## Benefits of Investment

- **Reduces grade retention, use of special education, welfare, and future involvement in crime.** Essential programs are estimated to save as much as **\$16 for every dollar invested** (Fight Crime: Invest in Kids California 2010).
- Improves children's readiness for school through **higher test scores, better attendance**, and reduced grade-level retention (Karoly & Bigelow, 2005; Reynolds et al., 2007).
- **Increases high school graduation rates, likelihood of attending college, and greater lifetime earnings** (Karoly, Kilburn, & Cannon, 2005; Reynolds & Ou, 2011).
- Expands contributions to the state economy. **Every \$1 spent on a child care subsidy = \$2.17 back into the economy** (Economic Impact of Early Childhood and Education in California, UC Berkeley Labor Center 2011).
- **Increases worker productivity and improves the corporate bottom line.** Access to early child care and education reduces absenteeism and decreases employee turnover (Economic Impact of Early Childhood and Education in California, UC Berkeley Labor Center 2011).

Excerpts from, "Condition of Children Birth to Age Five and Status of Early Childhood Services in California." August 2012 – American Institutes for Research

## Devastating Cuts to Early Care and Education

From 2008 through enactment of the 2012/13 budget, early care and education services have been **cut by over \$1 billion dollars resulting in over 100,000 children losing their subsidized child care and/or preschool education.** Noting early care and education's contributions back into local and State economies, past cuts have cost California over \$3 billion in lost revenues. Further, early care and education services, representing less than 2 percent of the State's General Fund, have **disproportionately taken over 10 percent of all the cuts.** In addition, \$10 million was eliminated from supplemental reimbursement for the Child Nutrition Program in FY 2012-13.

## POLICY RECOMMENDATIONS<sup>i</sup>

### ***How Policymakers Can Change the Future of California's Children***

- Ensure children have access to high quality early learning experiences that include the needs of working families. ***Create policies that help parents earn while children learn.***
- ***Support the California Department of Education (CDE) in strengthening the early care and education delivery system.*** By maintaining programs within CDE we can improve young children's transition from early care and education to elementary school as well as ensure the integrity and consistency of programs.
- Strengthen policies that support the Community Care Licensing Division in ***protecting the health and safety of all children*** in child care and early education settings. Annual inspections would do that job; the current five year cycle is inadequate.
- Enact budget and policy decisions that result in ***increased access to quality early care and education for all children.***
- ***Restore funding lost over the past four budget cycles.***
- Strengthen the capacity of the early care and education workforce to ***prepare children for school.***
- ***Provide quality, affordable child care and education through a stable and appropriately compensated, qualified staff,*** by supporting statutorily required cost of living adjustments (COLAs) to early childhood educators.
- ***Support the existing local early care and education infrastructure*** for planning, coordination, capacity building, provider training, and parental access to meet the local needs of children and families.

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<sup>i</sup> These recommendations were adopted on January 2, 2013 and are not listed in order of priority.

**These recommendations are supported by the following organizations:**

***California Alternative Payment Program Association, California Association for the Education of Young Children, California Child Care Coordinators' Association, California Child Development Administrators' Association, California Head Start Association, Child Care Law Center, Child Care Alliance of Los Angeles, Child Development Policy Institute, Children Now, Professional Association for Childhood Education, Zero to Three***

[View as web page](#)

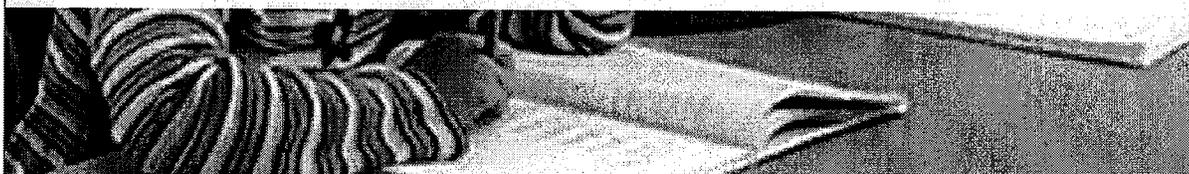
**PRO-KID** 

THE CHILDREN'S MOVEMENT OF CALIFORNIA



## **WONDERING WHAT TO MAKE OF GOVERNOR BROWN'S SCHOOL FINANCE REFORM PROPOSAL?**

Here are the facts about the Local Control Funding Formula



There have been some misconceptions about what the Governor's proposed Local Control Funding Formula (LCFF) will do for our schools. The facts are:

### **The Bottom Line**

***No school, regardless of their location or student population, will lose money under this proposal.***

- District revenue will increase until the new funding targets are reached. For some this revenue may grow more slowly – either because they are closer to the funding target already or because they do not serve a significant number of students who are low income, English learners or in foster care whose unique needs necessitate additional education resources.

***All districts will gain the local control and spending flexibility they have wanted for years.***

- Districts will have the power to decide, and communities the opportunity to engage in, how to best use the funding to fuel student achievement in their local schools. Also, the fiscal certainty of knowing what's coming down the road will allow districts to make long-term budget plans, instead of reacting to State decisions year to year.

### **How the LCFF Works**

***Permanently eliminates 40 to 50 categorical programs now dictated by the state that represent more than \$7.4 billion in school funding.***

- This will free up a significant amount of time and money districts now spend navigating and managing the ridiculously complex state funding system. Less bureaucracy means more resources to benefit the classroom.

***Sets a funding "base" target that begins to restore the cuts made in recent years.***

- Districts will receive a base target of \$6,816 per student once the formula is fully implemented. This represents the general purpose funding the average district would have received had they not been cut in recent years and received their full cost-of-living adjustments each year.

- This base grant per student will be adjusted according to grade level (K-3, 4-6, 7-8 and 9-12) to meet the unique needs of students. For example, K-3 will receive additional funding to enable districts to reduce class size, and high schools will receive additional funding to provide Career Technical Education if they choose.

**Adds "supplemental" funding for students who are English learners, low income or in foster care.**

- Districts will receive an additional 35% of the base grant for each of these students. The grant will not be duplicated if a student is eligible in more than one category.

**Adds an additional "concentration" grant for districts with 50% or more students qualifying for supplemental funding because they are English learners, low income or in foster care.**

- The concentration grant equals an additional 35% in funding for each student above the 50% threshold.

**Gradually transitions toward new formula to ensure funding growth.**

- The gap between each district's current funding and its new target will be calculated. Then over the next five to seven years, depending on state revenue, funding will be increased until the target is reached.

**Increases the base, supplemental and concentration grants each year by the K-12 COLA rate to protect funding value.**

For more information, please visit [caweightedformula.com](http://caweightedformula.com)

This email pertains to the following goal of *The 2013-14 Pro-Kid Policy Agenda for California*:

**Implement a rational, student-centered, and transparent school finance system.**

California begins with kids.™

This message was sent to you by [Children Now](#), the leader of The Children's Movement of California.  
Please [donate](#) to the Pro-Kid™ cause.  
[Unsubscribe](#)

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 - 2013

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 2/12/13)
<b>California Assembly Bills</b>								
	AB 41 (Buchanan)	Expresses legislative intent to enact legislation to create the Kindergarten-University Public Education Facilities Bond Act of 2014, if approved by the voters, as a state general obligation bond act that would provide funds to construct and modernize education facilities.						Introduced: 12/7/12
	AB 260 (Gordon)	Authorizes County of San Mateo and City and County of San Francisco to continue individualized county subsidy plans developed as pilot projects and due to sunset July 1, 2014.						Introduced: 2/7/13
Spot bill	AB 273 (Rendon)	States intent of Legislature to enact legislation that would redesign general child care and development programs for infants and toddlers to allow for the combination of child care and development services with home visitation services and would rename these programs the California Early Head Start Program.	Preschool California					Introduced: 2/7/13
Spot bill	AB 274 (Bonilla)	Expresses legislative intent to enact legislation that would simplify documentation that child care providers are required to submit to Alternative Payment (AP) Programs, authorize AP Programs to use technology to maximize service to clients and increase efficiency, and request Controller to pay child care contractors via direct deposit with electronic funds transfer.						Introduced: 2/11/13

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 2/12/13)
	AB 290 (Alejo)	Would amend existing law by requiring director or teacher of child care program – center or family child care home – to receive at least one hour of childhood nutrition training as part of the preventive health practices course(s). Content to include age-appropriate meal patterns based on the most current Dietary Guidelines for Americans. Training also to include information about eligibility, enrollment, and reimbursement for participating in the US Department of Agriculture's Child and Adult Care Food Program. Would become effective for licenses issued on or after 1/1/2015.	California Food Policy Advocates					Introduced: 2/11/13
	ACA 2 (Nestande & Olsen)	Assembly Constitutional Amendment resolution pertaining to the required apportionments of state aid to school districts, county offices of education, charter schools, and community college districts.						Introduced: 12/18/12
<b>California Senate Bills</b>								
	SCA 3 (Leno)	Constitutional amendment that would allow a school district, community college district or county office of education, to impose, extend or increase a parcel tax upon approval of 55% of voters voting on the proposition. Currently, approval of 2/3 of the voters is required.						Introduced: 12/3/12

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 2/12/13)
	SB 192 (Liu)	Would amend existing law by declaring that all children have access to high quality early learning and education support programs. Would require child care resource and referral (R&Rs) agencies to inform parents determined eligible for and receiving services through the AP Program and CalWORKs Stages 2 and 3 Child Care about the available types of care that offer safe, caring and age appropriate early learning and school support environments for children as well as environments that support parents' work activities. Would require the CDE to develop and certify a list of high quality early learning and school support resources to provide parents with information about high quality options, including information on quality rating and improvement systems, to be posted and maintained on their website; R&Rs may refer to postings on the website as resource for informing parents of their choices.						
<b>California Budget Bills (including Trailer Bills)</b>								
	AB 73 (Blumenfield)	2013-14 Budget						Introduced: 1/10/13
	AB 74-113 (Committee on Budget)	Budget Act of 2013 spot bills – pending content						Introduced: 1/10/13
	SB 65 (Leno)	2013-14 Budget						Introduced: 1/10/13
	SB 66-105 (Committee on Budget and Fiscal Review)	Budget Act of 2013 spot bills – pending content						Introduced: 1/10/13
<b>Ballot Initiatives</b>								

To obtain additional information about any State legislation, go to [www.leginfo.ca.gov/bilinfo.htm](http://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](http://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](mailto: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.

**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:<sup>1</sup>**

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.

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<sup>1</sup> 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](http://www.leginfo.ca.gov/guide.html#Appendix_B).

## STATE LEGISLATIVE CALENDAR 2013 (Tentative)

Dec. 03, 2012	2013-14 Organizational Floor Sessions
Jan. 1, 2013	Statutes take effect (Art. IV, Sec. 8(c)).
Jan. 7, 2013	Legislature reconvenes (J.R. 51(a)(1)).
Jan. 10, 2013	Budget Bill must be submitted by Governor (Art. IV, Sec. 12(a)).
Jan. 21, 2013	Martin Luther King, Jr. Day observed.
Jan. 25, 2013	Last day to submit bill requests to the Office of Legislative Counsel.
Feb. 18, 2013	Presidents' Day observed.
Feb. 22, 2013	Last day for bills to be introduced (J.R. 61(a)(1), J.R. 54(a)).
Mar. 21, 2013	Spring Recess begins upon adjournment (J.R. 51(a)(2)).
Mar. 29, 2013	Cesar Chavez Day observed.
Apr. 1, 2013	Legislature reconvenes from Spring Recess (J.R. 51(a)(2)).
May 3, 2013	Last day for policy committees to meet and report to fiscal committees fiscal bills introduced in their house (J.R. 61(a)(2)).
May. 10, 2013	Last day for policy committees to meet and report to the floor nonfiscal bills introduced in their house (J.R. 61(a)(3)).
May. 17, 2013	Last day for policy committees to meet prior to June 3 (J.R. 61(a)(4)).
May. 24, 2013	Last day for fiscal committees to meet and report to the floor bills introduced in their house (J.R. 61(a)(5)). Last day for fiscal committees to meet prior to June 3 (J.R. 61(a)(6)).
May. 27, 2013	Memorial Day observed.
May. 28 - 31, 2013	Floor session only. No committee may meet for any purpose (J.R. 61(a)(7)). This deadline APPLIES TO ALL bills, constitutional amendments and bills which would go into immediate effect pursuant to Section 8 of Article IV of the Constitution (Art. IV, Sec. 8(c); J.R. 61(i)).
May 31, 2013	Last day for each house to pass bills introduced in that house (J.R. 61(a)(8)).
Jun. 3, 2013	Committee meetings may resume (J.R. 61(a)(9)).
Jun. 15, 2013	Budget Bill must be passed by midnight (Art. IV, Sec. 12(c)(3)).
Jul. 4, 2013	Independence Day observed.
Jul. 12, 2013	Last day for policy committees to meet and report bills (J.R. 61(a)(10)). Summer recess begins at the end of this day's session, provided the Budget Bill has been passed (J.R. 51(a)(3)).
Aug. 5, 2013	Legislature reconvenes from Summer Recess (J.R. 51(a)(3)).
Aug. 30, 2013	Last day for fiscal committees to meet and report bills (J.R. 61(a)(11)).
Sep. 2, 2013	Labor Day observed.
Sep. 3 - 13, 2013	Floor session only. No committees, other than conference committees and Rules Committee, may meet for any purpose (J.R. 61(a)(12)). This deadline APPLIES TO ALL bills, constitutional amendments and bills which would go into immediate effect pursuant to Section 8 of Article IV of the Constitution (Art. IV, Sec. 8(c); J.R. 61(i)).
Sep. 6, 2013	Last day to amend bills on the floor (J.R. 61(a)(13)).
Sep. 13, 2013	Last day for any bill to be passed (J.R. 61(a)(14)). Interim Recess begins upon adjournment (J.R. 51(a)(4)).
Oct. 13, 2013	Last day for Governor to sign or veto bills passed by the Legislature on or before Sept. 13 and in the Governor's possession after Sept. 13 (Art. IV, Sec. 10(b)(1)).

## 2014

Jan. 1	Statutes take effect (Art. IV, Sec. 8(c)).
Jan. 6	Legislature reconvenes (J.R. 51 (a)(4)).



February 12, 2013

## HUFF POST POLITICS

# Education Content In State Of The Union Likely To Focus On Littlest Learners

Posted: 02/12/2013 7:10 am EST | Updated: 02/12/2013 9:26 am EST

President Barack Obama made K-12 education a major component of his [2012 State of the Union Address](#) -- so much so that the topic [garnered the most traffic](#) on sites like Twitter. But this year, education advocates are expecting something entirely different.

The White House mostly has been tight-lipped about its State of the Union plans, but to the extent that the administration is saying anything, they're looking at Tuesday night's speech as an opportunity to "bookend" their K-12 plans, sources say. Instead of focusing on the compulsive, public kindergarten through high school school system, advocates are expecting the president to offer more of a focus on early education, with a little bit of higher education thrown in.

That might be because the Education Department is already in implementation mode on K-12. Obama campaigned in 2008 on rewriting the No Child Left Behind Act, the 2002 law that expired in 2007. Since Congress failed to revamp it, upon Obama's urging, the administration offered states a way to sidestep the law's punitive regulations: They could get [waivers](#) in exchange for agreeing to parts of Obama's education reform agenda. Now, more than 30 states have had their waiver applications approved, and the administration is busy making sure [states don't renege](#) on their promises -- hardly the bold rhetorical fodder for speeches like the State of the Union.

In January, The Huffington Post first reported that the [White House was weighing a major, long-term plan to boost early education slots](#) for low and middle-income families. At the time, a senior official told HuffPost that she didn't want to get out in front of Obama on the issue. But since then, Education Secretary Arne Duncan has said [new investments in early education will be a second-term priority](#) -- and many expect this new emphasis to feature in the State of the Union address.

"We're expecting to hear that one of the areas he's hoping to do some investment in will be in early learning," said Kris Perry, who heads the First Five Years Fund, an early education advocacy group. The Obama administration previously had states compete in an early education version of its Race to the Top challenge, which Perry said helped states develop the capacity to serve more students. She hopes any new program would build on that growth.

"I hope he [Obama] connects economic growth and jobs to the importance of investing in early learning for families that are low-income and have very young children," Perry said. "There are many two-parent working families that would benefit immensely from having support for their young children."

Steering away from K-12 also would be a smart political choice -- the administration has sparred with its key constituents, the teachers unions, on education reform in that realm.

Dennis Van Roekel, president of the National Education Association, the nation's largest such union, said he would be "elated if he [Obama] talked about early education," adding that pre-school is an important support to any learning that happens later in a student's life.

But even the administration's best-laid plans for early childhood education might not come to fruition. As sequestration looms, the government isn't exactly handing out money for expensive new programs. And a quick look at the fate of Obama's 2012 State of the Union education proposals casts doubt on the feasibility of implementation.

Last year, Obama proposed things like a Race to the Top [competition for higher education funding](#) and an increase in Perkins college aid that would connect funding levels to outcomes. But Congress didn't fund either of these initiatives, and Obama has done little for them since last year's speech.

"Some things they moved quite boldly on, and others haven't gotten the same focus," said Kate Tromble, legislative director of the Education Trust. "Presidents can't get funding for everything they want, but it's still incumbent upon them to push the policy envelope."

Tromble added that on the higher education front, she expects to hear more about college affordability, and "some endorsement of MOOCs," or massive open online courses. "We're hoping he talks about the importance of affordability for lower- and middle-income families," she said. But one question remains: "How is the administration going to define the middle class?"

Of course, Obama also is expected to focus his speech on immigration reform and gun control, both broader issues that relate to what happens inside America's schools. In the wake of the Newtown, Conn., elementary school shooting, Obama proposed a set of safety recommendations that would give schools money for more armed guards and social workers.

"I would be shocked if the president doesn't do a paragraph or two on school safety and call out Arne Duncan by name," said Andy Smarick, a former Education Department official who now works for Bellwether Education, a consulting group. "Duncan feels this in his bones from his experience [as schools chief] in Chicago, and he's going to work on this project with the vice president."

RAISING CHILDREN WITH CARE. RAISING CHILDREN TO CARE.

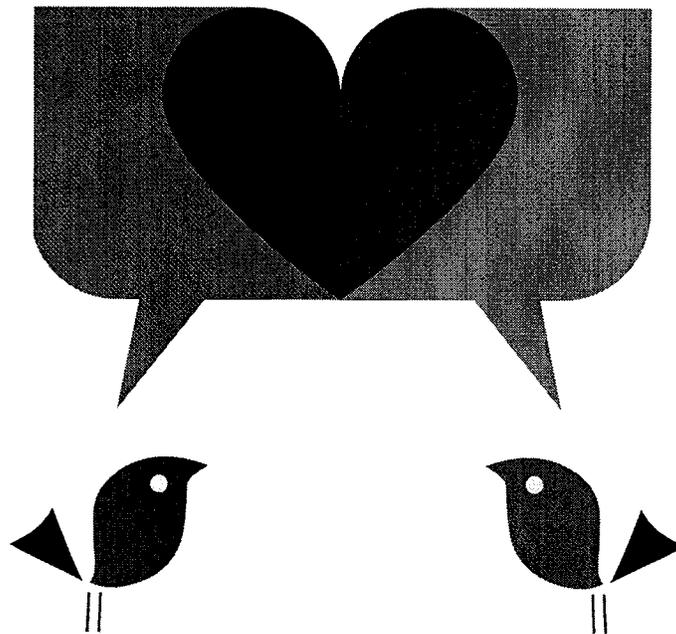


# Changing the Paradigm

**The Intersections of Adverse Childhood Experiences,  
Trauma Informed Care and Nonviolent Child Raising**  
a two-day conference for service providers

**March 19th & 20th, 2013 9:00 am - 4:00 pm**

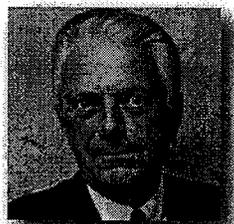
Center for Healthy Communities @ The California Endowment, 1000 N. Alameda St. Los Angeles, 90012



***TOGETHER FOR THE FIRST TIME EVER!***



**Ruth Beaglehole**  
**Founder**  
Echo Parenting and  
Education



**Dr. Vincent J. Felitti**  
Physician, Kaiser Permanente Medical  
Care Program & Clinical Professor of  
Medicine, University of California



**Gabriella Grant**  
**Director**  
California Center of  
Excellence for Trauma  
Informed Care

# Changing the Paradigm Information

Join Echo Parenting & Education for the historic *Changing the Paradigm* conference - an opportunity to explore and discuss the intersections of childhood trauma (Dr. Felitti), trauma informed care (Gabiella Grant) and nonviolent parenting (Ruth Beaglehole).

At *Changing the Paradigm* you will learn about the Adverse Childhood Experiences Study, the tools you can use to make your work more trauma informed, and the importance of nonviolent parenting in not only preventing childhood trauma, but also protecting against, and aiding recovery from, those traumas that are outside a parent's control.

In addition there will be field-specific break-out groups, in-depth training on Echo Parenting & Education's empathy-led approach to family and systems change, a workshop led by Gabiella Grant on how to implement trauma informed care, as well as a chance to participate in theatre, visual arts and yoga for the healing of trauma.

**REGISTER TODAY!**

Since 1999, Echo Parenting & Education has been helping families in Los Angeles and around the world. Please visit [echoparenting.org](http://echoparenting.org) to learn more, and join the global movement of parents and professionals who dare to imagine a world in which all children are raised with empathy and compassion, free from physical and emotional harm.



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 W: [www.echoparenting.org](http://www.echoparenting.org)

## RATES

Rate	Early Bird	Standard	Student
One Day	\$175	\$200	\$50
Two Days	\$250	\$300	\$75
Group *	+ \$150 each additional person	+ \$175 each additional person	
CEUs **	\$40	\$40	

\* Groups are two or more people from a single agency. Rates apply after 1st person registers. Rates are flat fees for 1 or 2 days of attendance.

\*\* Echo Parenting & Education is approved by the California Board of Behavioral Sciences to provide continuing education credits for LCSW's and/or MFT's. Provider # PCE 4426. Cost for CEUs is per person.

## DEADLINE

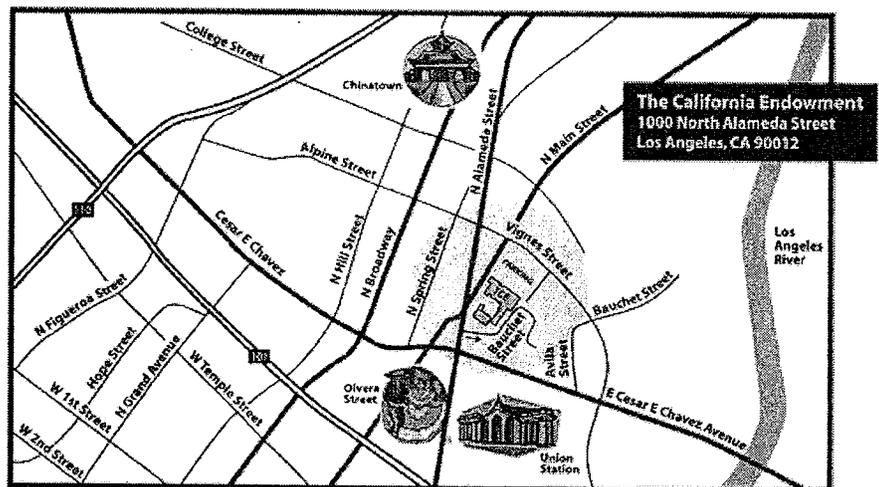
Early bird registration deadline is February 19, 2013

## HOW TO REGISTER

Register online at [echoparenting.org](http://echoparenting.org) or download the registration form and return by fax or mail. Contact Glenda Linares at [glinares@echoparenting.org](mailto:glinares@echoparenting.org) or (213) 484-6676 for more information.

*Conference fees are not refundable.*

*Please note that lunch will not be provided. Please feel free to pack a lunch, visit the Cafe or other nearby restaurants.*



The Center for Healthy Communities is located at  
 The California Endowment,  
 1000 N. Alameda St, Los Angeles, CA 90012.

Onsite parking is available free of charge. Please call CHC at 866.833.3533 for directions or parking details.