



Policy Roundtable for Child Care
Wednesday, May 8, 2013
10:00 a.m. – Noon
Conference Room 743
Kenneth Hahn Hall of Administration
500 W. Temple Street, Los Angeles



Proposed Meeting Agenda

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|-------|------|--|------------------------|---|
| 10:00 | I. | Welcome and Introductions | | Jacquelyn McCroskey Chair |
| | A. | Comments from the Chair | | |
| | B. | Review of April 10, 2013 Meeting Minutes | <i>Action Item</i> | |
| | C. | Policy Framework Update | | |
| 10:20 | II. | Streamlining the Subsidized Child Care System: Experiences and Recommendations from the Field | | Pat Wong Long Beach Day Nursery |
| | A. | A Center Director's Point of View | | |
| | B. | Administering Multiple Programs and Contracts | | Cliff Marcusson Options |
| | C. | Questions and Answers | | |
| 11:00 | III. | Legislative Issues | | Adam Sonenshein Chair, Joint Committee |
| | A. | Update on Medi-Cal Options and Realignment Proposals | | Patricia Carbajal IGEA- CEO |
| | B. | Legislation of Priority Interest | <i>Action Item</i> | Michele Sartell |
| | | 1. AB 274 (Bonilla) Modifications to Alternative Payment Program Administration | | |
| | | 2. AB 1152 (Ammiano) California School-Age Families (Cal- SAFE) Program | | |
| | | 3. SB 192 (Liu) Early Learning & Educational Support Act | | |
| 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.

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Policy Roundtable for Child Care

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

MEETING MINUTES

April 10, 2013

10:00 a.m. – 12:00 p.m.

Conference Room 743

Kenneth Hahn Hall of Administration

500 West Temple Street

Los Angeles, California

I. WELCOME AND INTRODUCTIONS

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

A. Comments from the Chair

- Dr. McCroskey welcomed Dr. John Whitaker, the appointee to the Roundtable representing Supervisorial District 5 pending approval of the Board of Supervisors. She also announced that Ms. Maureen Diekmann's appointment as representative of the Los Angeles Unified School District (LAUSD) to the Roundtable was approved by the Board of Supervisors on April 2, 2013. Dr. McCroskey noted that Ms. Diekmann and some of the other members are attending the Water Cooler Conference in Sacramento. Ms. Kathy Malaske-Samu mentioned that all of LAUSD's 81 early childhood sites will participate in the Office of Child Care's Race to the Top-Early Learning Challenge (RTT-ELC).
- Per County Counsel's instructions, the Office of Child Care drafted a letter to the Board of Supervisors recommending the adoption of a revised ordinance. Ms. Malaske-Samu expects the letter to be filed within the next two to three weeks.

Mr. Nurhan Pirim mentioned that the Department of Public Social Services (DPSS) would like to review the final draft of the letter to the Board of Supervisors before it goes forward.

- The Roundtable's annual all-day retreat has been scheduled for Wednesday, July 10, 2013 from 9:00 a.m. to 3:00 p.m. at Eaton Canyon Nature Center.
- First 5 LA has on its Commission meeting agenda for Thursday, April 11, 2013 an item asking the Commissioners to approve a Strategic Partnership with the Child Care Alliance of Los Angeles (CCALA) and the Office of Child Care to establish and operate a Los Angeles County Office of the California Early Care and Education Workforce Registry as a pilot for up to four years. Dr. McCroskey mentioned that a number of states have registries (i.e. Illinois) hosting and tracking information about the early childhood workforce. First 5 San Francisco also is planning to pilot a registry and will be working with First 5 LA; ultimately, the goal is for a statewide registry. The first 18 months will involve setting up the software and aligning

the data fields with information from the California Department of Education/Child Development Division (CDE/CDD).

Mr. Duane Dennis explained that Strategic Partnerships allow for selected agencies to work together on a project, rather than requiring First 5 to go to bid. Most Strategic Partnerships are with County government and some research entities. CCALA was selected on behalf of the Child Care Resource and Referral (R&R) Agencies due to their connections with all licensed programs and providers in the county. The Office of Child Care also has a reach through its Steps to Excellence Program (STEP), RTT-ELC, and Investing in Early Educators – Stipend Program.

Questions/comments:

- Who are the intended users? Early educators and providers as a way to track their respective professional development. Resume building will be a component of the software. Administrators of programs, particularly those managing CDE/CDD contracts, will find it useful in documenting the professional development of their staff and ensuring ongoing compliance with their contracts. For example, administrators will be able to track the status of staff members' child development permits including whether the permits are current or are up for renewal. Consumers also may have access, allowing them information on the expertise of providers.
- Concerns were raised regarding issues of confidentiality of provider information. One example given relates to providers who may once have been victims of domestic violence and need ongoing protection from the abuser.
- The registry is not intended to replace the R&R system; rather as a professional development system. In other states, providers choose to participate in the registry as a tool for marketing their program and highlighting specific areas of expertise.
- The registry will be useful in tracking trends and the evolution of the workforce.

Dr. McCroskey suggested that a presentation on the registry be made at a future meeting of the Roundtable. Information on registries in other states will be forthcoming.

- Dr. McCroskey mentioned the convening of the Commission-Roundtable Joint Meeting comprised of members of the Commission on Children and Families, the Roundtable and others to delve further into strategies for linking children and families involved in the child welfare system with child care and development services, inclusive of wrapping families with mental health services. A report on efforts underway will be presented at the June meeting of the Roundtable. Dr. McCroskey acknowledged the major strides DCFS has made in raising the attention of child care and development for children under their care.
- The federal Office of the Administration for Children and Families has released a preliminary list of Early Head Start and Head Start grantees. Final grantees will be announced by July 2013 with Notices of Awards issued to successful agencies.

B. Review of Meeting Minutes – March 13, 2013

Action: *Ms. Nina Sorkin entered a motion to approve the minutes with minor word and spelling changes; Dr. Sam Chan seconded the motion. The motion passed with one abstention.*

II. ECE WORKS! CAMPAIGN

Dr. McCroskey welcomed Mr. John K. Harris of Strategic Counsel, who was invited to introduce ECE Works! to the Roundtable. Dr. McCroskey described ECE Works! as an early care and education public policy project of First 5 LA aimed at creating policy change to promote and professionalize the ECE workforce and increase investment in the sector to promote long-term retention. Through the ECE Works! campaign, First 5 LA is creating a movement and building a strong network of business and civic leaders to support increased investment in the early care and education workforce. First 5 LA has partnered with the Los Angeles County Office of Education (LACOE) and the UCLA Anderson School of Management to underscore the significance of the ECE workforce on the local and national economy and mobilize a coalition and create long-term sustainable change for the early care and education industry. ECE Works! is the centerpiece of First 5 LA's public policy work with its \$50 million plus workforce investment portfolio.

Mr. Harris provided a PowerPoint presentation, which was included in the meeting packets. In brief, ECE Works! is a First 5 LA Career Development Policy Project focused on achieving policy goals to create long-term sustainable change for the early care and education workforce. It is working to promote policies that improve the education, training, compensation and retention of a high quality early care and education workforce. The focus is on achievable strategies by leveraging existing local and state policy efforts. Mr. Harris described the project strategy and then discussed their framing of the issues as an investment priority.

ECE Works! is accomplishing its work by building a stakeholder base that includes academic institutions, the business community, local organizations and the field of early care and education. Outreach is continuing, with presentations to various entities working on issues directly impacting the field as well as furthering the reach into the business community. In addition, ECE Works! is building relationships with legislators and policy groups to carry the early care and education agenda. Mr. Harris next provided an overview of efforts underway to create messages and use various mediums to carry those messages, including hosting on their web site videos and posting reports and briefs and driving conversations on Facebook and Twitter. Lastly, he identified areas of common interest with the Roundtable, in particular the focus on quality through the quality rating and improvement systems and the relationship with bringing value to the workforce through professional development, pay parity and professionalization of the field.

Dr. McCroskey opened the floor to questions and comments from Roundtable members and guests.

- In answer to a question on how ECE Works! will defend a focus on compensation, Mr. Harris replied that their advocacy efforts are focused on aligning issues with the interests of respective members of the legislator. In addition, ECE Works! is bring additional voices to the advocacy discussions, such as James Heckman's work, the UCLA Anderson School of Management and the business community. Engaging the business community calls for talking about the workforce of today as well as tomorrow and early

care and education as a support for improving productivity. ECE Works! is planning to demonstrate the value of the workforce with respect to compensation and professional development.

- ECE Works! is a multi-year initiative that is slated to end in 2015.
- ECE Works! website is supportive and receptive to others in that items may be submitted for posting, which occurs after a brief vetting process.
- Related events are on the horizon, including the LA Partnership for Early Childhood Investment's brown bag lunch discussion scheduled for April 22, 2013 entitled Putting Rhetoric into Policy Action: The State of the Union's Impact on Early Childhood Education.

Dr. McCroskey thanked Mr. Harris for his thoughtful presentation and commitment to developing alliances and partners.

III. LEGISLATIVE ISSUES

A. Update on Medi-Cal Options and Realignment Proposals

- Response of California State Association of Counties (CSAC)

Ms. Sartell directed members to their meeting packets for a copy of the CSAC's memo dated March 8, 2013 outlining their 'Medical Optional Expansion Principals' and their paper, *Thinking Through the State and County Options for Medi-Cal Expansion* (March 13, 2013). In summary, CSAC supports the state option as the best framework for expanding Medi-Cal by January 14, 2014. At the same time, CSAC states that the "programmatically realignment aspect is problematic for a number of reasons" (see third bullet on page one of the memo). Ms. Sartell next referred members and guests to page 7- 9 for the discussion of issues around realigning subsidized child care programs that would impose a risk for counties. She recommended the paper overall as a thorough and thoughtful consideration of the benefits and challenges between the two options for Medi-Cal expansion.

As an aside, Ms. Sartell referred members and guests to the draft notes listing recommendations for streamlining and improving the state's subsidized child care and development system resulting from the special session of the Joint Committee on Legislation held on March 4, 2013. Next month, the agenda will include a lengthier discussion on streamlining, including an on the ground perspective from a CDE-contracted program operator on thoughts that would help in the administration of her organization's contracts, and efforts pending as well as those CDE has already underway.

B. Bills Related to Child Care and Development Services

Ms. Sartell referred members and guests to a number of documents included their meeting packets, including the matrix of state legislation relating to child care and development and a number of fact sheets on the bills to be presented during this section of the agenda.

▪ **AB 364 (Calderon) Unannounced Licensing Visits**

Ms. Sartell noted that bolstering licensing oversight of child development centers and family child care homes has been a constant and high priority for the Roundtable since regular inspections were reduced from annually of center and triennially of family child care homes to once every five years. To date, the Roundtable has retained its recommendation that all licensed programs receive annual unannounced visits to ensure the health and safety of children and serve as a strong foundation for a quality rating and improvement system.

AB 364 would require the California Department of Social Services (CDSS) to conduct unannounced inspections of licensed community care facilities no less than once every two years. The bill does not address how the increase in inspections would be funded. Ms. Sartell reminded members and guests that previous proposals for increased inspections suggested streamlining protocols that would lessen the time for inspections with red flags on particular items triggering more intensive inspections.

In the discussion of this bill the following issues were raised:

- Licensing is intended to ensure that child care and development facilities are safe and healthy. Are we willing to ensure that all children attending licensed child care are being cared for in facilities that maintain basic health and safety standards?
- Most quality rating and improvement systems (QRIS) are designed to build on licensing standards. It is assumed that licensed programs are meeting basic health and safety standards, freeing QRIS to address issues which promote quality of care.
- The funding issue is critical. It is unlikely that the bill will proceed unless a funding source is identified.
- A protocol was developed previously that would streamline the site visit process. This protocol has not been implemented.
- Because General Fund support was considered improbable under the current administration, alternatives were suggested. It was noted that a project is being funded with fees from licensing violations.

▪ **AB 641 (Rendon) Family Child Care Collective Bargaining**

This bill would authorize family child care providers to choose a provider organization to act as their exclusive representative on matters relating to benefits, grievances, payment procedures relating to child care subsidy programs, and more. It would also establish a Family Child Care Parent Advisory Committee to advise and make recommendations to the Governor and the provider organization. Ms. Sartell mentioned that the County has identified AB 641 as a bill of interest and therefore will be tracking it. To date, the County has not taken a position on similar bills related to organizing family child care providers.

In the discussion of this bill the following issues were raised:

- First 5 LA and the Child Care Alliance of Los Angeles are also watching this bill.
- The unanswered question has to do with how the collective bargaining process would be financed. Would family child care providers have to pay dues? Would the subsidized child care programs be assessed fees?

▪ **AB 273 (Rendon) California Partnership for Infants and Toddlers**

Amended on April 8, 2013, this bill would enact the California Partnership for Infants and Toddlers Act of 2013 and require the Superintendent of Public Instruction (SPI) by March 1, 2014 to apply to the California Children and Families Commission for funding from moneys received by the commission pursuant to the California Children and Families Program. According to the bill, the SPI would use the funds to make supplemental grants of \$2,500 annually per child available to qualifying general child care and development infant and toddler contracting agencies to provide enrolled children and families an array of support services.

- Ms. Sartell briefly mentioned that this bill has provoked discussions on the current state of infant and toddler services. The Child Care Planning Committee recently hosted a meeting of administrators that operate CDE/CDD-contracted centers serving infants and toddlers to discuss the implications of the bill. Of significance, the current reimbursement rate adjusted for infants and toddlers does not fully cover the costs of providing services to this very young population. In most cases, the preschool components are subsidizing the infant/toddler programs. Exacerbating the challenges of balancing the costs with funding is the lack of the Cost of Living Adjustment over the past five years. The overarching concern with the bill is adding a layer on services to already underfunded programs.

In the discussion of this bill, the following issues were raised:

- AB 273 would make additional funds available, but would also require additional services.
- The opinion was expressed that it may be more appropriate to pursue:
 - o a reimbursement rate that covers the cost of care and
 - o partnerships with other service providers to provide additional services.

▪ **SB 192 (Liu) Early Learning and Educational Support Act**

Ms. Sartell referred members and guests to the fact sheet for a summary of the bill's proposed amendments to the existing Child Care and Development Act. Amended as of April 3, 2013, SB 192 declares the intent of the state to develop a high quality early learning system to serve all children from birth to 13 years old. It would rename the chapter of law currently called the 'Child Care and Development Services Act' to the 'Early Learning and Educational Support Act' and accordingly change all references throughout the bill to match the revised name of the Act. Other proposed amendments to existing law of significance are:

- Setting the stage for an early learning and school support system of high quality programs that promote and support the development of the whole child.
- Requiring R&Rs to assist parents with making informed choices about their child care and development options, including using web-based resources on local resources and providing information on quality rating and improvement systems.
- Streamlining the delivery of Alternative Payment programs through simplification of contracts serving special populations.
- Creating priority for awarding expansion funds, as become available, to programs operating direct classroom services located in attendance areas of elementary schools ranked in deciles 1 to 3 of the Academic Performance Index (API). Ms. Sartell noted that another section of the bill refers to disbursing augmentations to the base allocation for

expansion to underserved areas using the formula for setting priorities as currently conducted by the local planning councils.

- Updating the definition of migrant agricultural worker family and providing their children with priority for enrollment.
- Streamlining the delivery of direct classroom programs (inclusive of infants and toddlers, preschoolers, school age children, and migrant children) through the simplification of contracts.

In the discussion of this bill, the following issues were raised:

- This bill has already and will most likely continue to be amended.
- In an effort to more closely link early care and education to the K-12 system, this bill is calling for the allocation of child development funds based on the Academic Performance Index (API).
- Given that child care and development programs serve families desiring part-day preschool for three to five year olds and working families requiring full-day, full-year services for children from birth through early elementary grades, the additional measures are needed beyond API scores.

- **AB 1187 (Mansoor) Title IV-E and Subsidized Child Care**

AB 1187 would require the California Department of Social Services (CDSS) to amend its foster care state plan to authorize the use of designated state child care and development funds administered by the CDE and After School Education and Safety (ASES) program funds, in addition to county funds, as the nonfederal match for specified child care for children receiving child protective services, foster children, and children at risk of abuse and neglect.

Los Angeles County's Department of Children and Family Services (DCFS) does not use its Title IV-E funds to subsidize child care and development services for families under its supervision.

In the discussion of this bill it was noted that DCFS is not likely to begin using Title IV-E funds for child care.

- **SB 528 (Yee) Pregnant and Parenting Youth in Foster Care**

This bill contains four provisions, of which one speaks directly to ensuring that parenting teens up to age 21 and under the supervision of the child welfare system have access to child care and development services. As such, this bill would amend Education Code by adding parenting foster youth under 21 years as an eligibility category for subsidized child development services and with a demonstrated need for the services. In addition, it would require child welfare agencies, local education agencies, and child care resource and referral agencies to make reasonable and coordinated efforts to ensure that minor and non-minor dependent parents who have not completed high school have access to school programs that provide onsite or coordinated child care and that minor parents are given priority for the services.

Another component of the bill expresses the intent of the Legislature to ensure that data is collected on pregnant and parenting dependents and their children. The intent extends to the CDSS to ensure that the Child Welfare Services/Case Management System include a mandatory field to track the number of parenting minor and non-minor dependent parents and

their children and that prior to the implementation of the new statewide system, interim procedures be developed and implemented to track the information.

In addition to the aforementioned provisions, the bill would ensure that 1) minors understand and are able to exercise their rights to reproductive health care and are provided with age appropriate and medically accurate information, and 2) minor and non-minor dependent parents have access to social workers or resource specialists trained in their needs and the available resources and that case plans are developed and updated through a team decision making process.

SB 528 has been identified by the County as legislation of interest. Dr. Robert Gilchick added that the Department of Public Health also has an interest this bill. Dr. McCroskey suggested that the Commission for Children and Family Services provide an opinion on this bill.

In closing, Dr. McCroskey asked that the bills be reviewed by the Joint Committee on Legislation with any proposals for recommended positions to be presented at the Roundtable's May meeting. In addition, she asked members to identify bills of interest that they would like the Joint Committee to consider for recommended positions. It was noted that all bills that are forwarded with proposals for recommended positions will be reviewed to ensure consistency with the Child Care Planning Committee and Roundtable's Public Policy Platform and the County's State Legislative Agenda for 2013-14.

C. Federal Update on Sequestration and Continuing Resolution

Ms. Sartell returned members and guests to their meeting packets for the copy of the policy update from the Center on Law and Social Policy entitled "Sequestration, Budgets, and Continuing Resolutions: The Story Continues".

On March 26, 2013 President Obama signed the Continuing Resolution (CR) to ensure that the federal government continues to operate for the remainder of the fiscal year ending September 30, 2013. The good news for Head Start is an increase of \$33.5 million and for child care and development an increase of \$50 million. According to CLASP and other reports, the modest increases lessen the pain resulting from the sequestration cuts, which still remain in effect at a 5 percent reduction to 2013 budgets.

- Child Care and Development Fund - October 1, 2013 - September 30, 2015
 - California Department of Education – Plan for Quality Activities

The CDE has released the proposed Child Care and Development State Plan for the period October 31, 2013 through September 30, 2015 due to the federal government by July 1, 2013. A public hearing has been scheduled for April 22, 2013. Ms. Sartell referred to the meeting packets for a copy of the public hearing notice.

The CDE's proposal for the Quality Improvement Budget retains the existing activities, however reduces funding from six activities for a total reduction of nearly \$1.6 million. Of the programs that would experience budget reductions, the largest would be assessed to the School-Age Program Professions at 74 percent while the smallest would be to the Resource and Referral Programs at .8 percent.

In final, Ms. Sartell mentioned that the President released his budget for FY 2013-14 today. An analysis will be forthcoming.

IV. ANNOUNCEMENTS AND PUBLIC COMMENT

- Ms. Ellen Cervantes announced that the Child Care Resource Center has been contracted by the California Department of Education/Child Development Division (CDE/CDD) to administer the Alternative Payment program and CalWORKs Stages 2 and 3 Child Care in San Bernardino County.
- Ms. Patricia Herrera of 211 LA County announced an advocacy effort underway to urge restoration of funds for Early Start, which traditionally has provided early intervention services to young children at risk of or with developmental delays. She distributed a policy paper developed in partnership between ZERO TO THREE and 211 LA County and an action alert from ARCA.
- Ms. Malaske-Samu distributed a flyer announcing Dads & Family Day scheduled for Saturday, May 18, 2013 at the Robert F. Kennedy Community Schools Campus. The event is being held in partnership by LACOE, the Office of Child Care, LAUP and First 5 LA.

V. CALL TO ADJOURN

The meeting was adjourned at 12:04 p.m.

Commissioners Present:

| | |
|--|-------------------------|
| Ms. Jeannette Aguirre | Ms. Kathy Malaske-Samu |
| Ms. Maria Calix | Dr. Jacquelyn McCroskey |
| Dr. Sam Chan | Mr. Nurhan Pirim |
| Ms. Carol Hiestand for Ms. Fran Chasen | Ms. Nina Sorkin |
| Mr. Duane Dennis | Ms. Esther Torrez |
| Dr. Robert Gilchick | Ms. Keesha Woods |
| Ms. Dora Jacildo | |
| Dr. Sharoni Little | |

64 percent of members were in attendance

Guests:

Mr. Robert Beck, Department of Public Social Services
Ms. Ellen Cervantes, Child Care Resource Center
Ms. Tessa Charnofsky, First 5 LA
Ms. Jessica Guerra, Crystal Stairs, Inc.
Ms. Patricia Herrera, 211 LA County
Ms. Mary Hammer, South Bay Center for Community Development
Ms. Kelly Makatura, Pathways
Ms. Terry Ogawa
Ms. Faith Parducho, Department of Parks and Recreation – *Roundtable Appointment Pending*
Ms. Nancy Lee Sayre, UCLA Center for Improving Child Care Quality
Mr. Steve Sturm, Department of Children and Family Services
Ms. Lena Ward, Department of Children and Family Services
Dr. John Whitaker, Supervisorial District 5 – *Roundtable Appointment Pending*

Staff:

Ms. Michele Sartell

PRCC_Minutes_April 10, 2013



PROTECT

the Health Care Safety Net

May 2, 2013

The Honorable Darrell Steinberg
President pro Tempore of the California Senate

The Honorable John Pérez
Speaker of the California Assembly

Dear President pro Tempore Steinberg and Speaker Pérez:

We write to underscore our united commitment to a successful implementation of the Affordable Care Act and full expansion of Medi-Cal by January 1, 2014. Fulfilling the promise of health reform for all Californians will require thoughtful evaluation of how we can extend coverage to as many uninsured Californians as possible, care for the remaining uninsured, and invest in local county health care programs and services to ensure the state has a health care safety net that survives and thrives.

We want to support your leadership in the pivotal policy choices that will be made in the next few weeks. In particular, as negotiations continue on both the special session legislation and on the budget, we want to highlight key policy positions of great importance to the 3-4 million remaining uninsured. We also want to raise concerns about the Administration's proposal to reduce funding for local county health care programs and services – jeopardizing the safety net and squandering opportunities to invest in improved health.

Our groups are providers of safety net care, as well as advocates for, and representatives of, those who work in safety net hospitals and clinics, and those who get care from California's health care safety net. Our specific requests of the Legislature and Governor are:

EXPANDING MEDI-CAL FULLY AND URGENTLY: We urge that California continue its successful, aggressive implementation of the ACA as the first necessary step toward health care for all. The easier and faster we enroll the uninsured in Medi-Cal, including continuing California's practice of enrolling recent lawful immigrants in Medi-Cal in 2014, the fewer people will be uninsured. Seamless, expeditious Medi-Cal enrollment is one way to maximize federal dollars into our health system, and help make needed investments in the program at the state level. At the same time, it will reduce the funding issues around the remaining uninsured. California should pass the full Medi-Cal expansion, with expedited and streamlined eligibility processes to make it possible to enroll thousands of the newly eligible by January 1, 2014.

CONTINUING HELP TO THE REMAINING UNINSURED: No matter how successful ACA implementation is, it is estimated that California will still have 3-4 million who remain uninsured. We must ensure sufficient funding is available to care for them, including county

health services, the Low-Income Health Program, other county services, and community clinics and health centers.

PROTECT COUNTY REALIGNMENT FUNDING AND SUPPORT A SAFETY NET THAT

SURVIVES AND THRIVES: Rather than erode local health funding, California needs to preserve sufficient resources in the healthcare safety net that:

(1) provides essential health services that everyone relies on (trauma/burn/ER, public health, physician training)

(2) is the provider of extensive health care services to millions of low-income and vulnerable populations, including the primary care, mental health, behavioral health, and social services needs of those in the community who can't afford to pay.

(3) provides care that is culturally and linguistically accessible and appropriate to the individuals community.

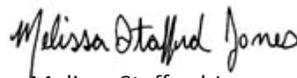
As you confront challenges and decisions on these issues, please contact us if we can provide additional information or answer specific questions. A major reason our groups have come together is to share information that is helpful to evaluating the policy choices before the state.

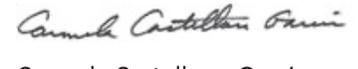
We look forward to following up, and to working with you on how best to meet the challenges and opportunities facing the health care safety net system as California moves to implement the ACA.

Sincerely,


Anthony Wright
Executive Director
Health Access California


Jon Youngdahl
Executive Director
SEIU CA State Council


Melissa Stafford Jones
President and CEO
CAPH


Carmela Castellano-Garcia
CEO/President
CPCA


Matthew L. Cate
Executive Director
CSAC


Mitchell Katz
Director
Los Angeles County
Department of Health Services

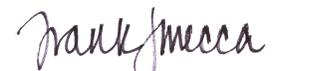

Elizabeth Landsberg
Director of Legislative Advocacy
Western Center On Law
& Poverty


Ronald Coleman
Government Affairs Manager
CIPC


Lee D. Kemper
Director of Policy & Planning
CMSP Governing Board


Ellen Wu, MPH
Executive Director
California Pan-Ethnic
Health Network


Judith Reigel
Executive Director
County Health Executives
Association of California
(CHEAC)


Frank J. Mecca
Executive Director
County Welfare Directors
Association of California

cc: The Honorable Jerry Brown
Secretary Diana S. Dooley
The Honorable Members of the California Senate and Assembly

**California Legislation of Priority Interest
Status Update with Possible Recommended Positions**

AB 274 (Bonilla):

- 1) Would require child care providers receiving payment from the Alternative Payment (AP) program to submit a monthly attendance record or invoice for each enrolled child who received services. The attendance record or invoice documents the certified needs and hours of care provided and is to be signed at the end of each month and under penalty of perjury by both the parent or guardian of the child receiving the services and the child care provider, verifying that the child's attendance is accurately reflected. The provider may maintain the monthly attendance record in its original format or electronically.
- 2) AP programs and providers may maintain records electronically (or in the original format) and may include but not be limited to: child immunizations record, parent employment verification, parent income verification, and parent school or training verification and attendance records.
- 3) As of January 1, 2016, AP contractors may request payments via direct deposit by electronic transfer to the contractor's account at their financial institution of choice.

Last Amended: April 24, 2013

Status: Assembly Committee on Appropriations
Suspense File

Sponsors: California Alternative Payment Program Association and Northern Directors Group

Support: BANANAS, *Child Care Alliance of Los Angeles*, Child Care Resource and Referral of Northern Alameda County, Contra Costa Child Care Council, Family Resource and Referral Center of San Joaquin County, Solano Family & Children's Services, and Valley Oak Children's Services

Opposition: None listed

Questions:

- Why limit maintenance of records electronically to AP programs and their providers?
- Why limit direct deposit of payments via electronic transfer to AP contractors? Why not extend to all CDE/CDD-contracted programs?

Proposed Position: Support

County Policy

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.

AB 1152 (Ammiano):

Would remove the California School Age Families Education Program (Cal-SAFE) from the list of categorical program for which funds may be used for other education purposes and retain the current funding level. Funding from school districts, charter schools and county offices of education selecting not to maintain or re-establish Cal-SAFE programs shall be restricted to expanding existing or establishing new Cal-SAFE programs.

Introduced: February 22, 2013

Sponsor: California Child Development Administrators Association

Status: Assembly Committee on Appropriations
Hearing: May 8, 2013

Support: California Family Resource Association, *Child Development Policy Institute, Options – A Child Care and Human Service Agency*, Planned Parenthood Affiliates of California, Planned Parenthood of Mar Monte, Planned Parenthood of the Pacific Southwest. PACE, San Francisco Adolescent Health Working Group, Santa Barbara Unified School District's Cal-SAFE Program, Teen Success, and many individual Cal-SAFE participants

Opposition: California Association of School Business Officials, Riverside County Superintendent of Schools

Proposed Position: Support

County Policy

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

(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.)

SB 192 (Liu):

- 1) Would recast the Child Care and Development Services Act as the Early Learning and Educational Support Act and set the stage for a comprehensive early learning and educational support system that promotes access to safe, high quality early learning and educational support programs.
- 2) Prioritize expansion funds to programs operating direct classroom services located in attendance areas of elementary schools ranked in deciles 1 to 3 of the Academic Performance Index (API).
- 3) Require that the Child Care Resource and Referral (R&Rs), and Alternative Payment Program agencies provide families with consumer education to help them make informed choices regarding early learning and support services. In addition, would

require the R&Rs and APs to provide families eligible to receive CalWORKs Child Care with consumer education to help them make informed choices regarding early learning and support services. The information is to include (but is not limited to) the types of early learning and educational support options, licensing requirements, Trustline requirements for exempt providers, quality indicators, and referrals to quality rating and improvement systems.

Last Amended: April 16, 2013

Sponsor: Superintendent of Public Instruction

Status: Senate Committee on Appropriations
Suspense File

Support: *Advancement Project, California Child Development Administrators Association, California Teachers Association, Child Care Law Center, Child Development Resources, Early Edge California, Los Angeles Area Chamber of Commerce, Options – A Child Care and Human Service Agency*, and San Mateo County Child Care Partnership Council

Opposition: None listed

Concerns/Issues:

- Prioritizing expansion funding to programs operating classrooms located in the attendance area of elementary schools ranked in deciles 1 to 3, inclusive of the Academic Performance Index (API).
- Currently, the local planning councils use a formula approved by the Superintendent of Instruction to identify priorities for allocating funds to underserved areas. Priorities are determined by sub-county areas, including but not limited to zip codes, census tracts and school districts.
- Reliance on rankings of elementary schools may limit funding to already saturated area as is often the case with part-day State Preschool, while neglecting areas of high need in low-income neighborhoods where API scores are not between 1 and 3. Furthermore, the deciles rankings do not remain static.

Proposed Position: Watch or Support, if Amended given above-referenced concerns

County Policy

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

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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 5/7/13) |
|----------------------------------|----------------------|---|--------------------------------------|---------------------------------|-----------------|--|---|--|
| California Assembly Bills | | | | | | | | |
| Watch | AB 41 (Buchanan) | <i>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 school districts, county superintendents of schools, county boards of education, CA Community Colleges, CA State University, and University of CA, including Hastings College of the Law, to construct and modernize education facilities.</i> | | | | | | Introduced: 12/7/12 Amended: 3/14/13 Amended: 4/1/13 Committee on Education |
| New | AB 241 (Ammiano) | Would regulate the wages, hours and working conditions of domestic work employees, including child care providers. Would require domestic work employers to secure payment of workers' compensation. | California Domestic Worker Coalition | Curtis Notsinne 916.319.2017 | | ACLU, Asian Pacific American Labor Alliance, CFT, CA Immigrant Policy Center, CA Labor Fed, AFL-CIO, CA NOW, CA Nurses Assoc/Nat'l Nurses Org Committee, CA Rural Legal Assistance Foundation, Coleman Advocates for Children & Youth, Coalition for Immigrant Rights, MALDEF, Nat'l Council of La Raza, and many, many more | CA Association for Health Services at Home, CA Chamber of Commerce, Home Care Association of America, Northern California Chapter, The Accredited Family of Home Care Services, and many more | Introduced: 2/6/13 Amended: 3/19/13 Committee on Appropriations Hearing: 5/8/13 |

| Level of Interest | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 5/7/13) |
|-------------------|----------------------|---|---|-------------------------------|-----------------|--|--------|---|
| | AB 260 (Gordon) | Authorizes County of San Mateo to make permanent the individualized county subsidy plan developed as a pilot project and due to sunset 7/1/14. <i>From 7/1/16 to 7/1/18, the City and County of San Francisco would be required to phase out the individualized county child care subsidy plan and, beginning 7/1/18, implement the state's requirements for child care subsidies. As of 7/1/16, children enrolling for the first time for subsidized child care in the City and County of San Francisco (SF) shall not be enrolled in the pilot project. The City and County of SF is to submit a report summarizing the impact of the plan on child care needs of working families, evaluating the pilot project's operation between FY 2011-12 and FY 2013-14 and provide a recommendations on whether the pilot project should continue as a permanent program.</i> | San Mateo County Board of Supervisors, City & County of San Francisco | Ellen Hou 916.319.2024 | | CAPPA, CA Child Care Coordinators Association, CSAC, CWDA, SF Child Care Planning & Adv Council, San Mateo Co Child Care Partnership Council, San Mateo Co Office of Ed, Urban Counties Caucus | | Introduced: 2/7/13 Amended: 4/24/13 Committee on Appropriations Hearing: 5/8/13 |
| 1 | AB 273 (Rendon) | Would enact the CA Partnership for Infants and Toddlers Act of 2013 and require the SPI by 3/1/14 to apply to the CA Children and Families Commission for funding from <i>moneys</i> received by the Commission pursuant to the California Children and Families Program. Funds to be used to make supplemental grants of \$2,500 annually per child available to qualifying general child care and development infant and toddler contracting agencies to provide enrolled children and families an array of support services. | Early Edge California (formerly Preschool California), California Child Development Administrators Association, ZERO TO THREE | Stacy Reardon 916.319.2063 | | CAPPA, Children Now, Fight Crime: Invest in Kids CA, Kidango, LA Area Chamber of Commerce, Options - A Child Care and Human Services Agency, Special Needs Network | | Introduced: 2/7/13 Amended: 3/19/13 Amended: 4/8/13 Committee on Appropriations Hearing: 5/8/13 |

| Level of Interest | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 5/7/13) |
|-------------------|----------------------|---|----------------------------------|----------------------------------|-----------------|---|--------|---|
| 1 | AB 274 (Bonilla) | Would require child care providers receiving payment under the Alternative Payment (AP) program to submit a monthly attendance record or invoice for each enrolled child verified by parent or guardian and the provider certifying needs and hours of care provided. <i>Verification shall be made by signature under penalty of perjury by both the parent or guardian and the provider.</i> Monthly attendance records as well as other records may be maintained in the original format or electronically. As of 1/1/16, payments to AP contractors may be made via direct deposit at the financial institution of the contractor's choice. | CAPPA, Northern Directors Group | Katie McCoy 916.319.2014 | | BANANAS, Child Care R&R of Northern Alameda County, Contra Costa Child Care Council, Family R&R Center of San Joaquin County, Solano Family & Children's Services, Valley Oak Children's Services | | Introduced: 2/11/13 Amended: 3/19/13 Amended: 4/10/13 Amended: 4/24/13 Committee on Appropriations Suspense File |
| 2 | AB 290 (Alejo) | Would require director or teacher of child development 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 | Erika Bustamante 916.319.2030 | | AFSCME, AFL-CIO, Bay Area Family Child Care Providers' Support Group, CA Federation of Teachers, CA Pan-Ethnic Health Network (CPEHN), CA WIC Association, Child Care Food Program Roundtable, Children and Families Commission - First 5 San Bernardino, Choices for Children, Community Child Care Council (RC's) of Alameda County, First 5 Fresno County, State Public Affairs Committee (SPAC) | | Introduced: 2/11/13 In Senate Committee on Rules |

| Level of Interest | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 5/7/13) |
|-------------------|------------------------------|---|--|---------------------------------|-----------------|---|--------|--|
| 1 | AB 364 (Calderon) | Would require the CA Department of Social Services (CDSS) to conduct unannounced visits to licensed community care facilities, <i>inclusive of residential care facilities for the elderly</i> , no less than once every two years (an increase from the current once every five years). | | Courtney Jensen 916.319.2057 | | CA Police Chiefs Association, CFPA, CWDA, LeadingAge CA | | Introduced: 2/14/13 Amended: 4/1/13 Committee on Appropriations Suspense File |
| | AB 391 (Wieckowski) | Would make technical, non-substantive changes to the law regarding denying, suspending or revoking a license. Amended to address pupil instruction/personal finance for grades 7-12. | | Dharia McGrew 916.319.2025 | | | | Introduced: 2/15/13 Amended: 3/14/13 |
| 3 | AB 547 (Salas) | Would add career exploration to list of possible activities that may satisfy the academic assistance element of the 21 st Century Community High School After School and Enrichment for Teens program. The strength of this element would be amongst criteria for selecting participating grantees. Defines career exploration as activities that help pupils develop the knowledge/skills relevant to their career interests and reinforce academic content. | Superintendent of Public Instruction (SPI) | Marisol Jimenez 916.319.2032 | | Bay Area Community Resources, CA School-Age Consortium, Children Now, Partnership for Children and Youth, Pro-Youth/HEART, THINK Together | | Introduced: 2/20/13 Amended: 4/11/13 Assembly Consent Calendar |
| 3 | AB 626 (Skinner & Lowenthal) | Would require After School Education and Safety (ASES) programs meals as well as snacks served to students conform to <i>federal</i> nutrition standards. Would allow food service expenses to be charged directly to the cafeteria account funds. Would specify food and beverages that may be sold to pupils before and after school. | SPI | Tony Bui 916.319.2015 | | CA Black Health Network, CA Chiropractic Association, CFPA, CA Optometric Association | | Introduced: 2/20/13 Amended: 4/10/13 Amended: 4/23/13 Committee on Appropriations |

| Level of Interest | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 5/7/13) |
|-------------------|----------------------|---|--------------|---------------------------------|-----------------|--|---|--|
| 1 | AB 641 (Rendon) | <i>Would authorize family child care providers to choose a provider organization to act as their exclusive representative on matters relating to benefits, grievances, payment procedures relating to child care subsidy programs, and more. Would also establish a Family Child Care Parent Advisory Committee to advise and make recommendations to the Governor and the provider organization.</i> | SEIU, AFSCME | Bill Wong 916.319.2063 | | California Labor Federation, AFL-CIO | | Introduced: 2/20/13 Amended: 3/19/13 Committee Appropriations Suspense File |
| Watch | AB 646 (Cooley) | Would express intent of Legislature to affirm the employer-education partnership model of a regional P-20 council as a desired structure in CA to help align preschool, K-12, community college, 4-year college, and graduate and professional education programs and funding to advance strategic educational and economic outcomes. | NextEd | Brendan Repicky 916.319.2008 | | | | Introduced: 2/21/13 Committee on Education |
| | AB 760 (Dickenson) | Would re-fund the Early Mental Health Intervention (EMHI) that provides mental health services to children in kindergarten up to third grade via a tax on ammunition. <i>Amendments to findings and declarations.</i> | Children Now | | | CA Black Health Network, CA Council of Community MH Agencies, CA Immigrant Policy Ctr, CA Pan-Ethnic Health Network, CA School Health Ctrs Assoc, CA Tax Reform Assoc, Children's Advocacy Institute, CDF-CA, The Children's Partnership, Coalition Against Gun Violence, LA County Ed Foundation, LA Trust for Children's Health, and more. | CA Association of Firearms Retailers, CA Chapters of Safari Club Intern'l, CA Rifle and Pistol Assoc, CA Sportsman's Lobby, CA Waterfowl Assoc, NRA, Nat'l Shooting Sports Foundation, Inc., Outdoor Sportsmen's Coalition of CA, Shasta Co Sheriff Bosenko, State Bd of Equalization Member Runner, and more | Introduced: 2/21/13 Amended: 3/19/13 Committee on Revenue and Taxation Hearing: 5/13/13 |
| 1 | AB 812 (Mitchell) | Would amend existing sections of the Education Code relating to contracts between the California Department of Education (CDE) and its contractors for child care and development services. Amendments would strengthen the regulations regarding termination and suspension and appeals. | SPI | Elise Gyore 916.319.2054 | | AFSCME, CCALA | | Introduced: 2/21/13 Amended: 4/22/13 Committee on Appropriations |

| Level of Interest | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 5/7/13) |
|-------------------|-----------------------|--|--|--------------------------------|-----------------|--------------------------------------|--------|---|
| Watch | AB 835 (Muratsuchi) | Would allow the Department of Housing and Community Development, with agreement from the borrower, to amend the terms of a loan to certain entities for the purchase, development, construction, expansion, or improvement of child care and development facilities or microenterprise loans made available to small or large family child care homes or licensed child care and development facilities serving up to 35 children. | Harbor City/Harbor Gateway Boys and Girls Club | Brett Williams 916.319.2066 | | Boys and Girls Club of the South Bay | | Amended: 3/14/13 Committee on Appropriations |
| 3 | AB 1016 (Quirk-Silva) | Would require the Commission on Teacher Credentialing to issue a foreign language teaching credential for the sole purpose of providing foreign language instruction as part of an after school program voluntarily maintained by the school district. Would allow a high school pupil to demonstrate proficiency in one or more languages other than English, for purposes of the State Seal of Biliteracy award, by successfully completing four years of foreign language instruction from the credentialed person as part of the after school program. | | Gina Frisby 916.319.2065 | | | | Introduced: 2/22/13 Committee on Education |

| Level of Interest | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 5/7/13) |
|-------------------|----------------------|---|---|----------------------------|-----------------|--|---|--|
| 1 | AB 1152 (Ammiano) | Would exempt the California School Age Families Education Program (Cal-SAFE) from any new education financing proposal that would eliminate categorical education programs beginning with the 2013-14 fiscal year and all subsequent fiscal years. Funding from school districts, charter schools and county offices of education selecting not to maintain or re-establish Cal-SAFE programs shall be restricted to expanding existing or establishing new Cal-SAFE programs. | California Child Development Administrators Association | Wendy Hill 916.319.2017 | | CA Family Resource Assoc, CDPI, Options, Planned Parenthood Affiliates of CA, Mar Monte & Pacific Southwest. PACE, SF Adolescent Health Working Group, Santa Barbara USD Cal-SAFE Program, Teen Success, many individual Cal-SAFE participants | California Association of School Business Officials, Riverside County Superintendent of Schools | Introduced: 2/22/13 Committee on Appropriations Hearing: 5/8/13 |
| 3 | AB 1178 (Bocanegra) | Would establish the CA Promise Neighborhood Initiative to develop a system promise neighborhoods throughout the state to support children's development from cradle to career. Would specify services to be provided to the participating neighborhoods. CDE to designate 40 CA promise neighborhoods by January 1, 2016, selecting from applications that meet eligibility criteria and demonstrate that they will create a comprehensive, integrated continuum of solutions for community revitalization. <i>Amendments provide clarification and specificity to the requirements for selecting eligible entities and implementing a promise neighborhood award.</i> | | | | Chula Vista Promise Neighborhood, Los Angeles Unified School District, Youth Policy Institute | | Introduced: 2/22/13 Amended: 4/23/13 Committee on Appropriations |

| Level of Interest | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 5/7/13) |
|-------------------|--------------------------|---|---------------------------------------|---------------------------------|-----------------|---------------------------------------|--------|---|
| 1 | AB 1187 (Mansoor) | Would require the CDSS to amend its foster care state plan to authorize the use of designated state child care and development funds administered by the CDE and ASES funds, in addition to county funds, as the nonfederal match for specified child care for children receiving child protective services, foster children, and children at risk of abuse and neglect. | County of Orange | Saulo Londono 916.319.2074 | 916.319.2074 | County of Orange Board of Supervisors | | Introduced: 2/22/13 Committee on Human Services |
| Watch | 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. <i>Technical amendment.</i> | | | | | | Introduced: 12/18/12 Amended: 4/16/13 Committee on Education |
| New | ACR 45 (Weber) | Would urge the State Legislature, SPI and Governor to restore budget funding to early care and education programs and to support efforts to fund and implement a Quality Rating and Improvement System <i>and other programs that support</i> early care and education. In addition, would urge the legislature to commit to improving public understanding of the role that early care and education plays in securing an educated and stable workforce. | | Crystal Quezada 916.319.2079 | | | | Introduced: 4/11/13 Amended: 5/2/13 Committee on Education Hearing: 5/8/13 |
| New | AJR 16 (Bonilla) | Would urge Congress to enact President Obama's budget proposal to increase funding for preschool and early learning. In addition, would urge the SPI to prepare a plan for making CA competitive for future increases in federal funding to preschool and early learning programs. <i>Amended version reflects added co-authors.)</i> | Early Edge CA (formerly Preschool CA) | Katie McCoy 916.319.2014 | | | | Introduced: 4/1/13 Amended: 5/6/13 Adopted by Assembly Sent to Senate |

| Level of Interest | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 5/7/13) |
|-------------------------|----------------------|--|---------|--------------------------------|-----------------|--|--------|---|
| California Senate Bills | | | | | | | | |
| Spot bill | SB 154 (Berryhill) | Would make technical, non-substantive changes to the law regarding licensing of community care facilities. | | | | | | Introduced: 1/31/13 Committee on Rules |
| 1 | SB 192 (Liu) | Would recast the Child Care and Development Services Act as the Early Learning and Educational Support Act, and would establish as its intent for providing a comprehensive early learning and educational support system that promotes access to safe, high quality early learning and educational support programs. The bill would prioritize expansion funds to programs operating direct classroom services located in attendance areas of elementary schools ranked in deciles 1 to 3 of the Academic Performance Index (API) and require that the Child Care Resource and Referral (R&Rs), and Alternative Payment Program agencies provide families with consumer education to help them make informed choices regarding early learning and support services. <i>Technical and clarifying language in amendments.</i> | SPI | Darcel Sanders 916.651.4025 | | Advancement Project, CCDAA, CTA, CCLC, Child Development Resources, Early Edge CA, LA Area Chamber of Commerce, Options, San Mateo County Child Care Partnership Council | | Introduced: 2/7/13 Amended: 3/12/13 Amended: 4/3/13 Amended: 4/16/13 Committee on Appropriations Suspense File |

| Level of Interest | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 5/7/13) |
|-------------------|----------------------|--|-----------------------------------|---------|-----------------|---|--------|--|
| | SB 252 (Liu) | <p>Would authorize a pregnant woman to satisfy welfare to work provisions of Cal-WORKs by participating in a voluntary maternal, infant and early childhood home visitation program or another home visiting program for low-income Californians approved by the U.S. DHHS, subject to receipt of a federal waiver. Applicants and recipients of CalWORKs to be provided with information about paid family leave benefits, unemployment and pregnancy disability leave. Would require Employment Development Department to make certain training and information regarding paid family leave available to employees of the CDSS and county human services agencies.</p> <p><i>Further clarifies exemption from welfare to work activities due to pregnancy.</i></p> | Western Center on Law and Poverty | | | <p>American Association of University Women (AAUW) CA, AFSME, CFL-CIO, Asian Law Alliance, Breastfeed LA, CA Association of Food Banks, CA Black Health Network, CA Catholic Conference, CA WIC Association, Lutheran Office of Public Policy – CA, Sacramento Housing Alliance</p> | | <p>Introduced: 2/12/13 Amended: 4/1/13 Amended: 4/15/13</p> <p>Committee on Appropriations Suspense File</p> |
| Watch | SB 301 (Liu) | <p>Expresses intent of Legislature to enact legislation that would create the Kindergarten-University Public Education Facilities Bond Act of 2014 to authorize an unspecified sum of state general obligation funds to provide aid to school districts, county superintendents of schools, community colleges, the University of California, the Hastings School of Law, and the California State University to construct and modernize education facilities.</p> | | | | | | <p>Introduced: 2/15/13</p> <p>Committee on Rules</p> |

| Level of Interest | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 5/7/13) |
|-------------------|----------------------|---|--|----------------------------------|-----------------|--|--------|---|
| 3 | SB 443 (Walters) | Would include "organized resident camp" and "organized day camp" within the definition of "organized camp". Would require the camps to provide written verification of accreditation by the American Camp Association or the Boy Scouts of America or develop a written operating plan and file the plan with the local health officer at least 30 days prior to operation of the camp. Would require camps to have adequate staff to operate the program including but not limited to <i>compliance with specified staff training and supervision regulations and</i> a qualified program director present during operating hours of the camp. | California Collaboration for Youth, California State Alliance of YMCAs | Michelle Clarke 916.651.4037 | | American Camp Association in CA, AstroCamp, Camp Fire, Catalina Island Camps, Inc., Catalina Island Marine Institute, Channel Islands YMCA, Tom Sawyer Camps, Tumbleweed Day Camp, Yosemite Sierra Summer Camp, YMCA of San Diego County, and more | | Introduced: 2/21/13 Amended: 4/16/13 Committee on Appropriations Suspense File |
| 1 | SB 464 (Jackson) | Would enact the Healthy Eating and Physical Activity Act and add it to the Child Care and Development Services Act. Would establish nutrition and physical activity standards for early childhood education, infant, and after school programs. Would express legislative intent to encourage all child care providers to implement educational programs that provide parents with physical activity and nutritional information relevant to the health of their children. | California State Alliance of YMCAs | Concepcion Tadeo 916.651.4019 | | | | Introduced: 2/21/13 Committee on Education |

| Level of Interest | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 5/7/13) |
|-------------------|----------------------|--|---|------------------------------|-----------------|---|--|--|
| 1 | SB 528 (Yee) | <p>Would amend Education Code by adding parenting foster youth under 21 years as an eligibility category for subsidized child development services and with a demonstrated need for the services. Would require child welfare agencies, local education agencies, and R&Rs to make reasonable and coordinated efforts to ensure that minor and non-minor dependent parents who have not completed high school have access to school programs that provide onsite or coordinated child care and that minor parents are given priority for the services. Additional provisions proposed in the bill would ensure that 1) minors understand and are able to exercise their rights to reproductive health care and are provided with age appropriate and <i>medically accurate</i> information, 2) data is collected on pregnant and parenting minor and non-minor dependents and their children, and 3) minor and non-minor dependent parents have access to social workers or resource specialists trained in their needs and the available resources and that case plans are developed and updated through a team decision making process. <i>Amendments clarify and further define the requirements relating to items 1-3.</i></p> | Children's Law Center of California, The John Burton Foundation, Public Counsel, Alliance for Children's Rights | Alicia Lewis 916.651.4008 | | <p>Advancement Proj, Aspiranet, Bay Area Youth Ctrs, CA Adolescent Health Collaborative, CA Alliance of Child & Family Svcs, CA Attorneys for Criminal Justice, CFT, CA Public Defenders Assoc., CA Women's Law Center, Children's Advocacy Inst, Citizens for Choice, Dependency Legal Group of San Diego, East Bay Children's Law Offices, Every Child Foundation, Family Care Networks, Feminist Majority, First Place for Youth, Five Acres, GUC Berkeley Home Start, Larkin Street Youth Svcs, Legal Svcs for Children, NCYL, Seneca Family Agencies, St. Anne's, UCSF Research Director, Janet Malvin, Ph.D., WestCoast Children's Clinic, Youth & Family Progs, and more</p> | CA ProLife Council, CA Right to Life Committee | <p>Introduced: 2/21/13 Amended: 4/1/13 Amended: 4/15/13</p> <p>Committee on Appropriations</p> |

| Level of Interest | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 5/7/13) |
|--|---|---|---------|-----------------------------|-----------------|---------|--------|--|
| New | SB 766 (Yee) | Would require staff of ancillary child care center to be: registered as a trustline provider. In addition, would require ancillary centers to comply with requirements relating to provider-child ratios, ensure the presence, at all times, of at least one provider who is 18 years or older, and ensure that at least one provider present at the center has received training in health and safety inclusive of pediatric first aid and cardiopulmonary resuscitation. (Ancillary centers are those that are ancillary to principal business activity (i.e. health club) and that provide day care services for the children of the clients or customers of the business.) <i>Technical amendments.</i> | | Sara Rogers 916.651.1524 | | | | Amended: 4/1/13 Amended: 4/18/13 Amended: 4/25/13 Committee on Appropriations Hearing: 5/13/13 |
| Watch | 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 Committee on Government & Finance Hearing: 5/15/13 Committee on Education |
| California Budget Bills (including Trailer Bills) | | | | | | | | |
| | 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 |

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

KEY TO LEVEL OF INTEREST ON BILLS:

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

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

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 |
| CFPA | California Food Policy Advocates | MALDEF | Mexican American Legal Defense and Education Fund |
| CHAC | California Hunger Action Coalition | NASW | National Association of Social Workers |
| CIWC | California Immigrant Welfare Collaborative | NCYL | National Center for Youth Law |
| CSAC | California School-Age Consortium | PG&E | Pacific Gas and Electric Company |
| CSAC | California State Association of Counties | SEIU | Service Employees International Union |
| CTA | California Teachers Association | SPI | Superintendent of Public Instruction |
| 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:¹

| | |
|------------------------|--|
| Committee on Rules | Bills are assigned to a Committee for hearing from here. |
| Consent Calendar | A set of non-controversial bills, grouped together and voted out of a committee or on the floor as a package. |
| First Reading | Each bill introduced must be read three times before final passage. The first reading of a bill occurs when it is introduced. |
| Held in Committee | Status of a bill that fails to receive sufficient affirmative votes to pass out of committee. |
| 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. |

¹ Definitions are taken from the official site for California legislative information, Your Legislature, Glossary of Legislative Terms at www.leginfo.ca.gov/guide.html#Appendix_B.

STATE LEGISLATIVE CALENDAR 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)). |



Learning Community Update

Promoting Child and Family Well-being

Spring 2013

Strengthening Families Learning Community Welcomes Community Based Agencies

Spring is upon us... we have already traded that critical morning hour for later sunsets, and evenings are now perfumed with orange blossoms. It really is a time of renewal and change.

As you well know, not all change is perfumed or comfortable. The Strengthening Families Learning Community (Learning Community), which was first convened in January 2011, has been going through its own evolution. The group has been grappling with questions such as: How does or can my department promote the protective factors? How do I advocate for practice change in my unit? How do I create the time and space to actually think about integrating services?

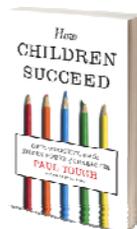
At the March 26, 2013 meeting, the Learning Community engaged in a dialogue on how members have shifted their approaches to working with families from a "prevention" perspective to one of "well-being", and how that shift is being extended to their team members. Sam Chan with the Department of Mental Health and Susan Kaplan with Friends of the Family described how Strengthening Families and the Protective Factors evolved from "good ideas" to foundational concepts that are now integrated into their own daily practice and that of their organizations. Regina Goree, with the Department of Children and Family Services is newer to this approach, but shared both her own enthusiasm and that of her staff for its unifying potential.

The Learning Community provides members with the space and opportunity to reflect on their practice, connect with colleagues, and share and learn from each other. In fact, the Learning Community promotes the Protective Factors in the workplace!

Recommended Reading by Pat Bowie

Pat Bowie offers two books to stimulate our thinking - *Being Wrong: Adventures in the Margin of Error* by Kathryn Schulz and *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character* by Paul Tough.

An added bonus! Paul Tough will be the keynote speaker at the Santa Monica 2nd Annual Public Policy Institute Spring Symposium on May 14, 2013 from 7:00 to 9:00 p.m., at the John Adams Middle School Auditorium located at 2425 16th Street, Santa Monica, CA 90405. This event is free – best to arrive early!



Strengthening Families Learning Community Members

- Chief Executive Office
- Child Care Resource Center
- Department of Children and Family Services
- First 5 LA
- Friends of the Family
- Department of Health
- Department of Mental Health
- Department of Parks and Recreation
- Department of Public Health
- Department of Public Social Services
- Los Angeles County Office of Education
- Magnolia Community Initiative
- Policy Roundtable for Child Care
- Probation Department
- Public Library
- In partnership with Casey Family Programs

The Protective Factors

are the foundation of the Strengthening Families Approach

- ◆ Parental resilience
- ◆ Social connections
- ◆ Knowledge of parenting and child development
- ◆ Concrete support in times of need
- ◆ Social and emotional competence of children

Research has shown that children and families thrive when the Protective Factors are robust in their lives and communities.

Quality Child Care and Development Services: Promoting Family Well-Being from the Start

Families throughout Los Angeles County – from all incomes and all areas - depend on child care and development services. We know that parents **and** children benefit when they have access to high quality child care and development services.

Such services make it possible for parents to find and maintain employment and pursue education and training as well as to connect with other parents, observe their children interacting with peers, and seek advice from knowledgeable practitioners. Children benefit from the safe, stable and stimulating environments where they are able to establish positive relationships with other children and with staff who are caring and skilled. In other words, high quality child care and development services promote the Protective Factors in the families they serve.

One of the challenges that parents of young children face is finding high quality child care and child development programs. Multiple studies have demonstrated that the majority of care – both locally and across the country – is mediocre, with around ten percent being high quality, and a slightly smaller percentage being poor quality.

How can a parent recognize high quality programs? The Office of Child Care is currently operating two child care quality rating and improvement systems (QRIS) aimed at distinguishing high quality programs for parents and supporting child care operators in enhancing the quality of their services. Our Steps to Excellence Program (STEP) was launched in 2007 and is currently working in 18 communities. The Strengthening Families Approach informed the Family and Community Connections section of STEP.

Our second QRIS project is part of the California Department of Education Race to the Top – Early Learning Challenge Grant (RTT-ELC). We are one of the 17 local projects in 16 counties participating in RTT-ELC. While honoring the local nature of these projects, there is a mandate for some common elements across all projects.

The RTT-ELC Family Engagement Work Group recently recommended that the full Consortium adopt the Strengthening Families Approach as the framework for the Family Engagement component. The Office of Child Care is delighted to have this opportunity further explore this framework and refine how we support family engagement, in both STEP and RTT-ELC. We will keep you posted on our progress.



Change will not come if we wait for some other person or some other time.
We are all the one's we've been waiting for, we are the change that we seek.

* President Barack Obama *

Looking for child care and development services?

Call 1-888-92-CHILD

to be connected to your local child care resource and referral agency

Steps to Excellence Program

Information on STEP-rated child care and development programs is available at www.childcare.lacounty.gov

STEP Communities

Altadena
Boyle Heights
Florence/Firestone
Granada Hills
Inglewood
Lancaster
Long Beach
Mission Hills
Pacoima/Arleta
Palmdale
Pasadena
Pomona
San Fernando
San Pedro
Santa Monica
Torrance
Watts/Willowbrook
Wilmington



Family Solution System

Not knowing where you and your children are going to spend the night is frightening. Trying to keep your children safe and fed while homeless can break even the strongest parent. The paths to homelessness are varied – but the experiences are universally traumatic.

The Family Solution System (FSS), a collaborative effort of the Los Angeles Homeless Service Authority, and the County and City of Los Angeles, was established to provide a coordinated, regional system to quickly and efficiently link homeless families to housing and supportive services within their own communities. Nine Family Solution Centers (FSCs) opened their doors in February 2013 with funding leveraged from multiple sources.

Each of the FSCs will provide an array of core services, including but not limited to:

- Diversion Services and Rapid Re-Housing
- Access to Interim and Permanent Supportive Housing
- Supportive Services and Linkages
- Financial Assistance including move-in and rental assistance, etc.

FSCs will focus on engaging and/or re-engaging families with services in their communities, schools, social networks, and child development programs, and facilitating access to appropriate benefits. 211 LA County serves as the entry point to the FSS, guiding families to the FSC within their home community. Emergency shelters, transitional housing and domestic violence providers, and the Skid Row Assessment Team can refer families directly to FSCs. All other referrals are to go through 211 LA County.



Family Solution System Network

- Beyond Shelter
Los Angeles
- Bridge to Home
Santa Clarita
- LA Family Housing
North Hollywood
- St. Joseph Center
Venice
- Shields for Families
Lynwood
- Union Station Homeless Services
Monrovia
- Valley Oasis
Lancaster
- Volunteers of America
El Monte, Pomona,
West Covina
- Weingart Center
Los Angeles



A New Curriculum

Have you been trying to figure out how to introduce Strengthening Families to your team? A local collaboration, including the Child Development Institute, Echo Parenting & Education and Friends of the Family developed a great curriculum that could move your whole team forward. The training is structured to address the following topics:

- The Strengthening Families Protective Factors Framework,
- Using Early Brain Development to Inform Prevention,
- Creating Trauma Sensitive Environments, and
- Reflections and Integration into Practice.

Want more information? Contact Deborah Davies at Friends of the Family by calling (818) 988-4430.



Partnering to Prevent Child Obesity

What we know:

- The obesity rate of 3 and 4 year olds enrolled in the Women, Infants and Children (WIC) program in Los Angeles County (LAC) is over 20 percent.
- Forty percent of children 0-5 (350,000) in LAC spend most of their day in child care and development programs.
- A study by the Public Health Foundation Enterprises-WIC in 2007 revealed a significant need for improvement in nutrition policies and practices in licensed child care settings in LAC.

What we are doing about it:

With significant support from First 5 LA, the LAC Department of Public Health is launching a major intervention aimed at child care and development programs. Working in partnership with a network of Child Care Resource and Referral Agencies, *Reducing Obesity in Child Care Settings— LA ROCCS* for short—will utilize multiple strategies, including:

- Expanded training opportunities and interactive workshops on topics such as healthy movement, nutritious alternatives to fast foods, preparing nourishing meals and more
- All types of child care workers will be welcomed to participate in training sessions including center staff, family child care providers and license-exempt caregivers
- On-site coaching and technical assistance to re-enforce trainings
- Incorporation of parents via provider-parent meetings

Lessons learned through *LA ROCCS* will inform advocacy at the State-level to explore the inclusion of nutrition and physical activity standards in child care licensing and to increase participation in the Child Adult Care Food Program.

A New Resource

The Baby Futures Fund, a project of the LA Partnership for Early Childhood Investment, is designed to advance policy reforms within public systems serving young children and families. Organizations seeking support from the Fund should be able to:

- Demonstrate social and economic impact on children, birth to age five, or their families
- Advance the adoption and implementation of the Strengthening Families Approach, a framework developed to help child welfare systems, early education and other programs work with parents to prevent child abuse and neglect
- Document and evaluate their impact
- Contribute to systemic policy reform
- Leverage public and philanthropic assets

Funding guidelines and grant requirements are available at: <http://investinkidsla.org/projects/baby-futures/>.

Your Thoughts

Learning Community Update is a publication of the Office of Child Care located within the Service Integration Branch of the Chief Executive Office. Comments? Send to msartell@ceo.lacounty.gov.

EARLY CARE AND EDUCATION STATE BUDGET POLICY RECOMMENDATIONS 2013-14ⁱ

How Policymakers Can Help

Maintaining, and rebuilding, high quality early care and education programs is critical to ensuring the healthy development of young children, including school success. Towards that goal, we urge the Legislature to strongly support these issues in the 2013-14 state budget:

* **Maintain early care and education as a primary goal of these programs by keeping them in the Department of Education.** Last year, the Legislature strongly opposed realigning early care and education programs away from the Department of Education. Yet, the Governor's Budget proposes realignment of these programs once again in the Medi-Cal expansion proposal for the 2013-14 fiscal year. **Oppose** realignment to counties which would add another unwanted layer of bureaucracy. In addition to the unnecessary loss of the focus on education, adding another administrative layer will either cost more money, or reduce the number of children served, or both.

Programs include: California State Preschool, General Child Development, Migrant Child Development, California School Age Families Education (Cal-SAFE), Resource and Referral, Alternative Payment and CalWORKs Stages 2 & 3, Local Planning Councils and Quality Improvement programs.

* **Support continued quality by including a cost of living adjustment (COLA)** for California Department of Education (CDE) early care and education programs in 2013-14. **Repeal** Education Code section 42238.15 (c).

Quality, college-educated and experienced staff has already worked for 5 years without COLAs. They are struggling to support their families, are becoming discouraged and will be forced to seek a living wage. A top priority for those of us working to develop the early care and education workforce is job retention and reasonable compensation. Agencies also have cost increases in insurance, utilities, worker's compensation, etc.

* **Preserve Cal-SAFE child development** – the incredibly successful program that keeps teen parents in high school through graduation, and provides a positive start for their young children. Fund Cal-SAFE (California School Age Families Education) directly as a separate program, outside the Governor's Local Control Funding Formula. **Support** AB 1152.

The child development portion of this program, for the infants, toddlers and preschool children, is not a mandated program for school districts – unlike K-12 education. This portion of the program is critical to keeping these young mothers in school and building their productive futures. It will likely not survive local pressures unless separately funded.

* **Fully Fund CalWORKs Stage 3 child development in the 2013-14 budget.** Inadequate funding has forced thousands of families to be “dis-enrolled” from the program – pulling out the most critical support after families moved off of welfare, as they moved to self-sufficiency. In many cases this forces families back on welfare.

* **Repeal parent fees for families in the part-day State Preschool program.** Fees were implemented in September 2012 and have been a disaster for families and agencies. Many families quit the program when faced with parent fees, depriving low-income children of preparation to succeed in school. Seats in classes have gone vacant. The amount of parent fees collected has been low, and agencies have cut program quality expenses to pay for the increased administrative costs of assessing and collecting parent fees. These fees were a one-year experiment that has not worked. End this experiment and replace the \$8 million cut from this program due to expected parent fees (which have not materialized).

* **Support providers by bringing reimbursement rates up to *current* market rates** in the Alternative Payment and CalWORKs programs to maintain a much needed early childhood education workforce. Provider rates have been frozen at the 2005 “regional market rate” (RMR) levels.

* **Support bringing the maximum family income eligibility level to 70% of the *current* state median income.** Maximum family income eligibility has been frozen at 2007 levels. As a result, families earning a marginal salary are denied access to programs that can lead to their self-sufficiency and their children’s continued educational development.

* **Return CDE’s early care and education programs to Prop. 98 funding.** This should occur by reversing the “re-benching” of Prop. 98, which occurred when these programs were removed from Prop. 98, thereby not hurting K-12 funding.

* **Maintain the investment in quality improvement activities.** The proposed budget includes a \$3M funding reduction (loss of federal funds) for Quality Improvement programs. Quality funds have been cut by over \$30M over the last four years. We ask that no further reductions be made to quality improvement activities as research demonstrates that high quality programs make a significant impact on the future development of young children. In addition, California must demonstrate how these Child Care and Development Funds are being used to support high quality programs for children.

* **Rebuild programs by replacing the approximately \$1 billion and over 110,000 children cut from these programs since 2008.**

ⁱ These recommendations were adopted on February 28, 2013 and are not listed in order of priority.

These recommendations are supported by the following organizations:

California Association for the Education of Young Children (CAEYC), California Child Development Administrators Association (CCDAA), Child Care Alliance of Los Angeles (CCALA), California Child Care Coordinators Association (CCCCA), California Head Start Association (CHSA), California Resource and Referral Network, Early Care and Education Consortium (ECEC), Professional Association for Childhood Education (PACE),

2013 State of Child Care Centers in California

| | | |
|---|-------------------------------------|--------------------------------------|
| Total Score: 51/150 | Total Percentage: 34% | Overall Rank: 50 |
| Oversight Score: 0/40 | Oversight Percentage: 0% | Oversight Rank: 51 |
| Program Standards Score: 51/110 | Standards Percentage: 46% | Program Standards Rank: 46 |

| 2011 Annual Child Care Center Costs | |
|-------------------------------------|-----------|
| For an Infant: | \$11,823* |
| For a 4-Year-Old: | \$8,237* |



| Program Standards | Meets |
|--|-------|
| 1. A comprehensive background check is required, including using fingerprints to check state and FBI records, checking the child abuse registry and checking the sex offender registry. | |
| 2. Child care center directors are required to have a bachelor's degree or higher in early childhood education or a related field. | |
| 3. Lead teachers are required to have a Child Development Associate (CDA) credential, college courses in early childhood education or an associate degree in early childhood education or a related field. | |
| 4. Child care center providers are required to have an orientation and initial training in specific topics. | |
| 5. Child care center providers are required to have 24 hours or more of annual training in specific topics. | |
| 6. Child care centers are required to plan learning activities that address specific developmental domains. | |

| Program Standards | Meets |
|--|-------|
| 7. Child care centers are required to follow recommended health practices in 10 specific areas. | |
| 8. Child care centers are required to follow recommended safety practices in 10 specific areas. Corporal punishment is prohibited. | |
| 9. Child care centers are required to encourage parent involvement, communicate regularly with parents, allow parents access to the center and give written policies to parents. | |
| 10. Staff:child ratio requirements comply with NAEYC accreditation standards for seven age groups. | |
| 11. Group size requirements comply with NAEYC accreditation standards in seven age groups. | |

| Oversight Standards | Meets |
|---|-------|
| 1. Child care centers are inspected at least four times per year, including visits by licensing, health and fire personnel. | |
| 2. Programs to licensing staff ratio does not exceed 50:1. | |
| 3. Licensing staff have a bachelor's degree in early childhood education or a related field. | |
| 4. Online inspection and complaint reports are available to parents on the Internet. | |

Key Fully Meets Substantially Meets Partially Meets Marginally Meets Does not meet

2013 State of Child Care Centers in California

| Strengths | Weaknesses |
|---|---|
| <ul style="list-style-type: none"> ■ Health standards address nine of 10 basic standards; programs are not required to address weekend/evening care. | <ul style="list-style-type: none"> ■ Background checks do not require a check of the sex offender registry. ■ Providers are only required to have initial training on three of the specific topics. ■ Providers are not required to complete any annual training. ■ Programs are only required to address two of the specified domain activities. ■ Group size requirements do not meet NAEYC accreditation standards for six age groups. ■ Licensing inspections of child care centers are conducted no less than once every five years. ■ Child care licensing staff have an average caseload of 169 programs. ■ Child care licensing staff are not required to have a bachelor's degree. ■ Neither complaint nor inspection reports are online. |

| Recommendations |
|--|
| <ul style="list-style-type: none"> ■ Background checks should include a check of the sex offender registry. ■ Require providers to have comprehensive initial training. ■ Require providers to complete 24 hours or more of annual training. ■ Require providers to offer activities addressing all developmental domains. ■ Require centers to comply with NAEYC accreditation standards for group size in all seven age groups. ■ Increase licensing inspections of child care centers to at least once a year. ■ Reduce the caseload for licensing inspectors. ■ Require licensing staff to have a bachelor's degree in early childhood education or related field. ■ Make both inspection and complaint reports available online. |

State Note: In California, a check of the sex offender registry is conducted, but it is not required in regulations or in policy. We recommend it be required by regulation or policy.

*Annual child care center costs used 2009 data, adjusted for inflation

Notes:

1. The total maximum points a state could receive is 150. Ranks out of 52, including 50 states, the District of Columbia and the Department of Defense (DoD).
2. In addition to orientation, topics of initial training are child development, child guidance, child abuse prevention, emergency preparation, licensing regulations, learning activities, health and safety, safe sleep, shaken baby prevention, CPR and first aid.
3. Topics of annual training are child development, child guidance, child abuse prevention, emergency preparation, licensing regulations, learning activities, health and safety, safe sleep, shaken baby prevention, CPR and first aid.
4. Planning learning activities includes language/literacy, dramatic play, active play, cognitive/math, self-help skills, creative activities, limit screen time, social development, emotional development and culturally sensitive activities.
5. Ten health areas are hand washing/diapering/toileting, nutritious meals and snacks, immunizations, exclusion of ill children, universal health precautions, administration of medications, toxic/hazardous substances, sanitation, weekend/evening care and incident reporting.
6. Ten safety areas are SIDS prevention, discipline/guidance, fire drills, outdoor playground surfaces, emergency plans, electrical hazards, water hazards, supervision, transportation (with head count), firearms (prohibited or access controlled). Prohibiting corporal punishment is scored separately. States that permit parents to authorize the use of corporal punishment receive a zero for the safety benchmark.
7. Source for regulatory information: State regulations reviewed by staff at Child Care Aware® of America and by state licensing staff and are current as of February 1, 2013.

Source for cost of care information is 2011-2013 data from Child Care Aware® of America. (2012). *Parents and the High cost of Child Care: 2012 Update* <http://www.naccrra.org/about-child-care/cost-of-child-care>.



The United States Is Far Behind Other Countries on Pre-K

Juliana Herman, Sasha Post, and Scott O'Halloran May 2, 2013

Early childhood education and school readiness is essential to preparing our children to succeed in an increasingly competitive global economy. Compared to other countries, however, the United States lags far behind on preschool, trailing a number of other countries in enrollment, investment, and quality.

In February 2013, however, President Barack Obama put forth a bold plan to significantly expand access to preschool. His plan would invest \$75 billion in high-quality preschool, helping our nation catch up with other countries.¹

The numbers below show how far behind the United States is on preschool and make it evident that we need to implement the president's plan. If the United States is to train a world-class workforce, we have to catch up to the rest of the world on pre-K.

Today: We're far behind

To put it plainly, the United States is getting beat when it comes to preschool. On almost every element, the United States ranks behind most of the other countries in the Organisation for Economic Co-operation and Development, or OECD. We rank:²

- 26th³ in preschool participation for 4-year-olds⁴
- 24th in preschool participation for 3-year-olds
- 22nd in the typical age that children begin early childhood-education programs
- 15th in teacher-to-child ratio in early childhood-education programs
- 21st⁵ in total investment in early childhood education relative to country wealth

These rankings do not bode well for the United States. Given the importance of early childhood education to future student success, the United States must take these rankings seriously. We need to do better.

Preschool participation

The United States has a large preschool access gap. Only 69 percent of 4-year-old American children are enrolled in early childhood education. We rank 26th in access to preschool for 4-year-olds and 24th on access for 3-year-olds.

Moreover, top-performing countries are outpacing the United States in preschool participation for 4-year-olds. Japan, which outperformed the United States by more than 40 points on the most recent international test of fourth-grade math,⁶ enrolls nearly all of its 4-year-olds in preschool. Our close ally the United Kingdom also enrolls at least 97 percent of its 4-year-olds in preschool.

Even some countries that don't top the global rankings on international achievement tests are outperforming the United States in preschool enrollment. Mexico, our neighbor to the south, may need to improve preschool quality, for example, but it has committed to enrolling nearly 100 percent of its 4-year-olds in preschool. What's more, Mexico is accomplishing this despite being significantly poorer than the United States: Its per-capita gross domestic product, or GDP, is less than a third of ours.⁷

The story is similar for 3-year-olds. Seven countries including France, Norway, and Italy ensure that at least 90 percent of all 3-year-olds have access to preschool. In the United States that number is barely 50 percent.

The age children start preschool

Even when children do attend preschool in the United States, they usually don't start until age 4.⁸ Most children in OECD countries, however, begin early childhood education much earlier. Denmark typically enrolls children from age 1, and Belgium at about age 2 and a half. In fact, children in most OECD countries—including those in Estonia, Japan, and Poland—begin preschool by at least age 3.

Teacher-to-child ratios

The ratio of teachers to children is a key element of preschool quality. Academic powerhouse Finland has a teacher-to-child ratio of 1 to 11 in their early education programs, besting the United States' average of 1 to 15 and demonstrating its strong commitment to providing high-quality preschool. Sweden and Estonia both have a ratio of 1 to 6, the best among all countries.

Investment

The United States underinvests in preschool compared to most countries. Public and private spending on preschool in the United States amounts to only 0.4 percent of our GDP, while Denmark, Spain, and Israel each spend at least 0.9 percent. Increasing spending on preschool to even 0.6 percent of our GDP, which would put us on par with countries such as Germany and Poland, would result in an additional \$30 billion per year in early childhood education. This would be more than enough to enroll all 3- and 4-year-olds in high-quality preschool.⁹

In terms of per-student expenditures, Luxembourg leads the pack, spending more than \$16,000 per child. Italy and Sweden, which both have programs that are almost entirely publicly funded, spend more than \$6,500 per child. According to the OECD, the average per-pupil expenditure in the United States is about \$8,400; this includes, however, both privately and publicly funded programs.¹⁰ Expenditures for federally funded Head Start programs, which provide more than just preschool services, are approximately the same amount per pupil—\$8,369 in 2009¹¹—although Head Start reaches a very small share of U.S. children.¹² The majority of children in publicly funded programs are in state-funded preschool programs, where expenditures average only \$4,143 per pupil.¹³

Why do these numbers matter?

Studies show that high-quality early childhood education can significantly improve a child's preliteracy, prewriting, and premath skills. Children in Tennessee's state-funded pre-K program, for example, saw a 75 percent improvement in letter-word identification, a 152 percent improvement in oral comprehension, a 176 percent improvement in picture vocabulary, and a 63 percent improvement in quantitative concepts, compared to children not in pre-K.¹⁴

These vital skills have been linked to third-grade reading achievement¹⁵—a predictor of high school graduation—and to success in math in secondary school and later in life.¹⁶ School readiness and the skills gained from high-quality early childhood education are essential to educating a strong workforce that is able to successfully compete in the global economy. And yet the United States is behind in every category of preschool.

Although Russia is not an OECD member, the United States should take notice of its preschool commitment, especially since Russia has leapfrogged the United States on fourth-grade reading over the past decade. After trailing the United States by 14 points on the 2001 Progress in International Reading Literacy Study, or PIRLS, for fourth-grade reading, Russia surpassed the United States by more than 10 points in 2011.¹⁷

Russia enrolls 75 percent of its 4-year-olds in preschool, spending about 0.9 percent of its GDP on early childhood education altogether. This would tie Russia for third among OECD countries if it were a member.

Future: Without investment, we'll fall further behind

Things may only get worse for the United States. Rising superpowers India and China are making serious and significant commitments to expand access to early childhood education over the next few decades. In a report released last year, “The Competition that Really Matters,”¹⁸ CAP outlined China’s and India’s commitments:

By 2020, China will increase preschool enrollment by 50 percent, providing access to 40 million children. This access will include 3 years of preschool for 70 percent of all children in China and at least two years to 80 percent of 3 and 4 year olds.

By 2018, India will raise the percent of children who are ready for school from 26 to 60, for a total of about 19 million children school ready. The preschool system already reaches 38 million children under six.

Commitments such as China’s and India’s are neither unrealistic nor exceptional. More than a decade ago, the British government pledged to provide universal preschool to every child between the ages of 3 and 5, and it has achieved that goal.¹⁹ Mexico similarly committed to expanding its early childhood-education enrollment, increasing its participation by almost 30 percent over the past eight years.

The United States is in a race to educate a globally competitive workforce—one that is needed to keep our economy strong and booming. As we wrote in the aforementioned report, “intellectual and innovative superiority” will rule the day. We can continue to lead on that front by making a significant investment in education, or we can instead allow ourselves to fall further behind.

Sweden

The Scandinavian countries receive a lot of attention for their early childhood-education programs, and with good reason: They top the OECD rankings in almost every category. In Sweden, for example, children are able to attend publicly funded preschool beginning at age 1, and nearly 80 percent of children ages 1 through 5 spend at least part of their day in preschool.²⁰

This did not happen by accident. In the early 1970s only 70,000 Swedish children were enrolled in preschool and child care. But that number grew to 750,000 by 2007 because Sweden committed to making preschool a national priority.²¹

Sweden has also made a strong commitment to ensuring that its early childhood education is high quality. Class sizes average about 17 students,²²

50 percent of preschool staff are teachers who have college degrees, and the other half have earned three-year training certificates.²³ And a standard curriculum in preschool classrooms ensures cohesion in learning and teaching pedagogy.²⁴ This curriculum covers “children’s development in language and mathematics, and in natural sciences and technology.”²⁵

Moreover, Sweden has adopted a maximum parental fee level. As a result, parents cover only 9 percent of preschool costs, which amounts to just 2 percent of the average income.²⁶ And children ages 3 and older have a right to attend at least 525 hours of preschool per year at no cost.²⁷

Conclusion

High-quality preschool is critically important for building a globally competitive workforce. Yet our numbers are not impressive. We lag behind other countries in access, quality, and investment. We are getting beat by top-performing countries whose commitment to preschool helps propel them forward, as well as by countries we usually do not expect to see ahead of us in rankings. Meanwhile, China and India are racing ahead to improve their student achievement and are making the necessary commitments to do so.

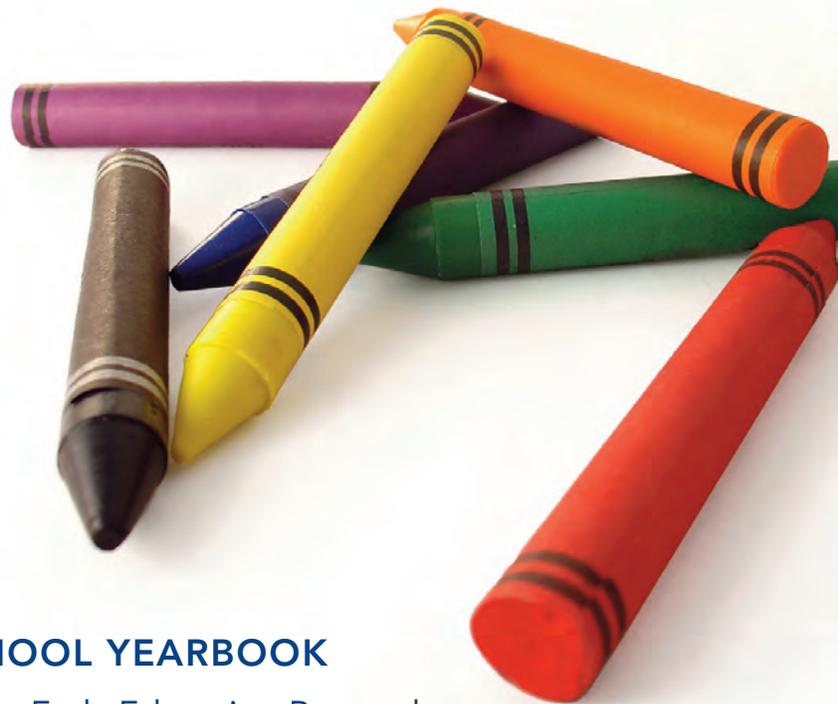
The United States has a lot to do to catch up to the rest of the world on early childhood education. Increased investments in high-quality preschool education for all children, regardless of income, will put us more in line with the rest of the world, help keep us on track with China and India, and ensure school readiness for our most at-risk children.

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Endnotes

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The
State of
Preschool
2012



STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research



THE STATE OF PRESCHOOL 2012

STATE PRESCHOOL YEARBOOK

EXECUTIVE SUMMARY

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Executive Summary

DRASTIC FUNDING CUTS THREATEN PROGRESS OF EARLY EDUCATION

The 2011-2012 school year was the worst in a decade for progress in access to high-quality pre-K for America's children. To some extent this reflects the effects on state governments of the worst economic downturn most living Americans have ever experienced. Yet, this is not the whole story. The 2011-2012 results also reflect the effects of long-term trends that predate the Great Recession and have moved in the wrong direction over an entire decade.

State funding for pre-K decreased by over half a billion dollars in 2011-2012, adjusted for inflation, the largest one year drop ever. The size of these unprecedented budget cuts can be attributed to the lingering effects of the recession on state budgets, especially as at least \$127 million in American Recovery and Reinvestment Act (ARRA) funds from the previous year were no longer available. Although the recession is technically over, the recovery in state revenues has lagged the recovery of the general economy and has been slower and weaker than following prior recessions. This does not bode well for digging back out of the hole created by years of cuts.

The consequences of this declining state support for pre-K is evident in two other historic "firsts." After a decade of growth, enrollment has stalled. This marks the first time we have seen no increase in the percentage of children served in state pre-K. And, despite stagnant enrollment, state funding per child fell by more than \$400 compared to the previous year, bringing funding down to \$3,841 per child. State spending per child has decreased by more than \$1,100 since 2001-2002. This is the first year that average real funding per child across the states slipped below \$4,000 since the *Yearbook's* inception. Reductions in funding per-child were widespread with 27 of the 40 states that offer state-funded pre-K reporting declines in 2011-2012. While much of the economy is now recovering from the Great Recession, the nation's youngest learners are still bearing the brunt of budget cuts.



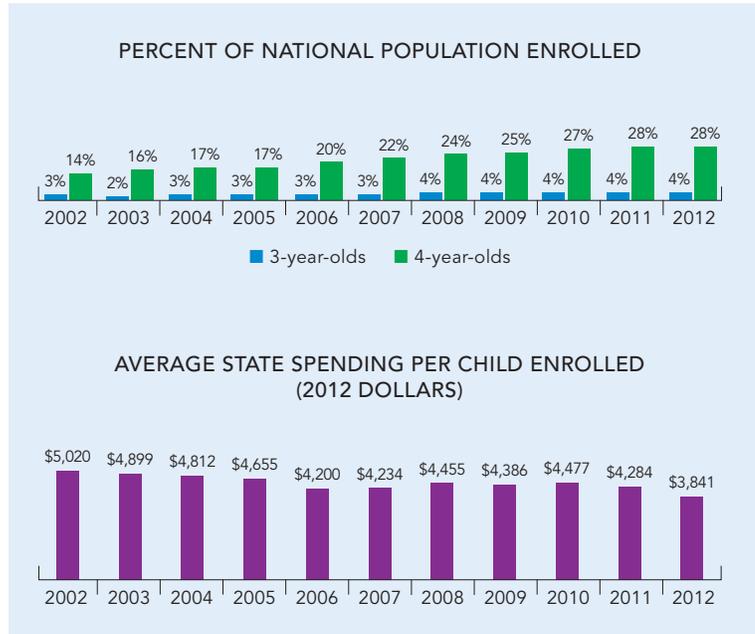
The adverse consequences of declining funding were also evident in a disastrous year for meeting quality standards benchmarks. While three programs posted gains against quality standards benchmarks, seven programs lost of a total of nine benchmarks. Among these, five programs failed to meet benchmarks because of decreases in required monitoring of program quality through site visits. Four programs lost this site visits benchmark in the previous year. Lax monitoring and technical support threaten to undermine program quality at the same time that local program capacity to produce high quality has been undercut by reduced financial support. Regular site visits are necessary to ensure that state policies are actually implemented as intended in the classroom and as part of a continuous improvement process in which local providers and the state obtain valuable feedback regarding program performance.

Despite this year's bad news, state-funded pre-K has been one of education's biggest success stories. Enrollment increased rapidly over the last decade, and quality standards kept apace and even increased in many states despite some declines in funding. Enrollment remained at a historic high in 2011-2012. More children than ever are served by state programs designed to enhance learning and healthy development, putting them on track for success in later schooling and in life. For a brief period mid-decade the downward trend in funding per child appeared to reverse, before the recession turned it down again. However, the research is clear that only high-quality pre-K has produced substantial gains in school readiness, achievement and educational attainment, higher productivity in the labor force, and decreases in social problems like crime and delinquency. The promised high economic returns associated with these positive outcomes have only been found for programs that were adequately funded and met or exceeded the benchmarks for quality set out in our report.

This year's report shows that as states emerge from the recession, pre-K continues to suffer, even as the number of students whose families lack the means to provide them with high-quality preschool education programs has increased to an all time high. Much work remains to be done to put pre-K back on track. Appropriations for 2012-2013 were up modestly, though how well actual expenditures track these figures remains to be seen. Reports on proposed state budgets for 2013-2014 are also hopeful, though nothing we have seen indicates that pre-K nationally has fully recovered from past cuts, much less reversed the negative trend in funding per child. Indeed, the most positive recent development may be at the federal level. The president put pre-K on the national agenda in his State of the Union address and subsequently proposed to provide states with \$75 billion in matching funds to increase access to high-quality pre-K over the next 10 years.

WHAT'S NEW?

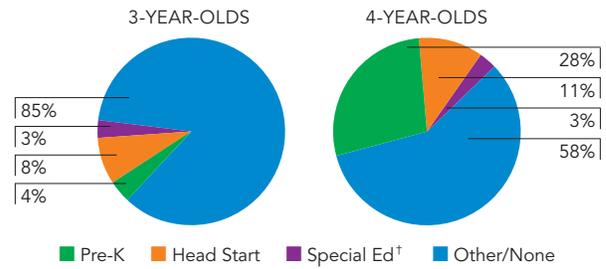
- Total state funding for pre-K programs decreased by more than \$548 million across the 40 states that offer pre-K.
- State pre-K funding per child decreased by \$442 (inflation-adjusted) from the previous year to \$3,841. This is the first time since NIEER began tracking state pre-K in 2002 that funding per child spending has fallen below \$4,000.
- State funding per child for pre-K declined in 27 of 40 states with programs, when adjusted for inflation. In 13 states per-child spending fell by 10 percent or more from the previous year. Only 12 states increased funding per child in 2011-2012.
- For the first time we include Arizona's First Things First Prekindergarten Scholarships. Arizona had previously been included for its Early Childhood Block Grant (ECBG) initiative, but the ECBG was defunded in 2010-2011.
- Only 15 states plus D.C. could be verified as providing enough per-child funding to meet all 10 benchmarks for quality standards. As only about 20 percent of the children enrolled in state-funded pre-K attend those programs, the vast majority of children served are in programs where funding per child may be inadequate to provide a quality education.
- More than 1.3 million children attended state-funded pre-K, 1.1 million at age 4.
- Enrollment increased by fewer than 10,000 children, which was not enough to offset population growth and increase the percentage of children served. Four percent of 3-year-olds and 28 percent of 4-year-olds were served in state-funded pre-K, the same as in the previous year.
- Combining general and special education enrollments, 31 percent of 4-year-olds and 7 percent of 3-year-olds are served by public pre-K. When including Head Start programs as well, 41 percent of 4-year-olds and 14 percent of 3-year-olds are served in these publicly funded programs. These percentages are similar to last year, indicating that enrollment in publicly-funded programs more generally has stagnated.
- Seventeen states—fewer than half—plus D.C. increased enrollments, with increases ranging from 1 percent in Alabama, Louisiana, New Jersey, and Tennessee to 21 percent in Oregon. Sixteen states reduced enrollment, from 1 percent in Connecticut, Kansas, and New York to 19 percent in North Carolina.
- Three programs improved against NIEER's Quality Standards Benchmarks checklist, while seven fell back. This was a total of nine fewer benchmarks met, five of which were for site visits to monitor program quality.
- Four states plus one of Louisiana's three programs met all 10 of NIEER's benchmarks for state pre-K quality standards, down from five states the previous year. Another 16 states met eight or more.
- More than half a million children, or 42 percent of nationwide enrollment, were served in programs that met fewer than half of the quality standards benchmarks.
- For the first time we list additional rankings that compare Washington, D.C. to the states while recognizing its special status. When compared to the states, D.C. ranks first for percentage of children served at both age 3 and 4 and for funding per child. Although it is a city, in sheer numbers, D.C. serves more 4-year-olds in pre-K than 15 states with programs and more 3-year-olds than all but five states. It meets 7 quality standards benchmarks in programs operated through D.C. Public Schools and Community-Based Organizations and 2 quality standards benchmarks in Charter Schools.



NATIONAL ACCESS

| | |
|--|--|
| Total state program enrollment, all ages | 1,332,663 |
| State-funded preschool programs | 52 programs in 40 states ¹ |
| Income requirement | 32 state programs have an income requirement |
| Minimum hours of operation | 23 part-day; 10 school-day; 1 extended-day; 18 determined locally ² |
| Operating schedule | 38 academic year, 14 determined locally |
| Special education enrollment, ages 3 & 4..... | 433,973 |
| Federal Head Start enrollment, ages 3 & 4 | 749,984 ³ |
| Total federal Head Start enrollment, all ages | 829,747 ³ |
| State-funded Head Start enrollment, ages 3 & 4 | 16,582 ⁴ |

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimated number of children in special education not enrolled in state-funded pre-K or Head Start. Total enrollment in special education is higher.

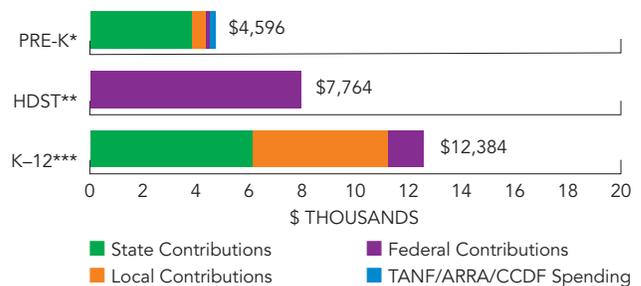
NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

| POLICY | BENCHMARK | OF THE 52 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARKS |
|------------------------------------|---|---|
| Early learning standards | Comprehensive | 51 |
| Teacher degree | BA | 30 |
| Teacher specialized training | Specializing in pre-K | 44 |
| Assistant teacher degree | CDA or equivalent..... | 15 |
| Teacher in-service | At least 15 hours/year | 42 |
| Maximum class size | 20 or lower | 44 |
| 3-year-olds | | |
| 4-year-olds | | |
| Staff-child ratio | 1:10 or better | 45 |
| 3-year-olds | | |
| 4-year-olds | | |
| Screening/referral | Vision, hearing, health; and..... | 37 |
| and support services | at least 1 support service | |
| Meals | At least 1/day | 24 |
| Monitoring | Site visits at least every five years | 32 |

NATIONAL RESOURCES

| | |
|--|---|
| Total state preschool spending | \$5,119,322,047 ⁵ |
| Local match required? | 13 state programs require a local match |
| State Head Start spending | \$152,622,246 |
| State spending per child enrolled | \$3,841 ⁵ |
| All reported spending per child enrolled*..... | \$4,596 |

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '10-'11 school year, unless otherwise noted.

¹ The District of Columbia serves an additional 11,267 3- and 4-year-olds through its program serving children in district public schools, community-based organizations, and charter schools.

² NIEER's definitions of hours of operations are as follows: part-day programs serve children for fewer than 4 hours per day; school-day programs serve children at least 4 hours but fewer than 8 hours per day; and extended-day programs serve children for 8 or more hours per day. Some pre-K initiatives offer multiple hours of operation, such as a combination of part-day and school-day programs, but only the minimum one offered is listed here.

³ The enrollment figure for federal Head Start, ages 3 and 4, is limited to children served in the 50 states and DC, including children served in migrant and American Indian programs. The enrollment figure for total federal Head Start, all ages,

includes all children served in any location, including the U.S. territories, and migrant and American Indian programs. These numbers do not include children funded by state match.

⁴ This figure includes 15,552 children who attended programs that were considered to be state-funded preschool initiatives. These children are also counted in the state-funded preschool enrollment total.

⁵ This figure includes federal TANF funds directed toward preschool at states' discretion. It has previously contained funding through the American Recovery and Reinvestment Act (ARRA) but these funds are no longer available to states. The District of Columbia spends an additional \$157,440,000 in district-level spending on their pre-K program.

TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS

| STATE | Access for 4-Year-Olds Rank | Access for 3-Year-Olds Rank | Resource Rank Based on State Spending | Resource Rank Based on All Reported Spending | Quality Standards Checklist Sum (Maximum of 10) |
|----------------|--------------------------------|--------------------------------|---|--|---|
| Alabama | 33 | None Served | 12 | 12 | 10 |
| Alaska | 38 | None Served | 4 | 8 | 10 |
| Arizona | 35 | 25 | 32 | 30 | 6 |
| Arkansas | 11 | 5 | 10 | 5 | 9 |
| California | 24 | 6 | 16 | 20 | 4 |
| Colorado | 20 | 10 | 38 | 32 | 6 |
| Connecticut | 29 | 8 | 3 | 1 | 6 |
| Delaware | 32 | None Served | 6 | 15 | 8 |
| Florida | 1 | None Served | 35 | 38 | 3 |
| Georgia | 6 | None Served | 25 | 31 | 8 |
| Illinois | 17 | 1 | 29 | 34 | 8 |
| Iowa | 7 | 17 | 26 | 26 | 6.9 |
| Kansas | 21 | None Served | 37 | 39 | 7 |
| Kentucky | 15 | 9 | 24 | 13 | 9 |
| Louisiana | 13 | None Served | 14 | 22 | 8.0 |
| Maine | 14 | None Served | 36 | 21 | 6 |
| Maryland | 12 | 15 | 23 | 6 | 8 |
| Massachusetts | 27 | 16 | 17 | 24 | 6 |
| Michigan | 22 | None Served | 15 | 23 | 7 |
| Minnesota | 39 | 22 | 5 | 10 | 9 |
| Missouri | 34 | 18 | 33 | 37 | 8 |
| Nebraska | 18 | 4 | 40 | 40 | 6 |
| Nevada | 36 | 24 | 34 | 29 | 7 |
| New Jersey | 16 | 2 | 1 | 2 | 8.8 |
| New Mexico | 26 | None Served | 31 | 35 | 8 |
| New York | 9 | 26 | 21 | 28 | 7 |
| North Carolina | 23 | None Served | 11 | 9 | 10 |
| Ohio | 37 | 20 | 18 | 25 | 3 |
| Oklahoma | 2 | None Served | 22 | 11 | 9 |
| Oregon | 30 | 13 | 2 | 7 | 8 |
| Pennsylvania | 28 | 12 | 9 | 18 | 5.0 |
| Rhode Island | 40 | None Served | 27 | 3 | 10 |
| South Carolina | 10 | 14 | 39 | 36 | 6.2 |
| Tennessee | 19 | 23 | 13 | 17 | 9 |
| Texas | 8 | 11 | 28 | 33 | 2 |
| Vermont | 3 | 3 | 20 | 27 | 4 |
| Virginia | 25 | None Served | 19 | 16 | 6 |
| Washington | 31 | 19 | 7 | 14 | 9 |
| West Virginia | 5 | 7 | 8 | 4 | 8 |
| Wisconsin | 4 | 21 | 30 | 19 | 5.0 |
| Hawaii | No program | No program | No program | No program | No program |
| Idaho | No program | No program | No program | No program | No program |
| Indiana | No program | No program | No program | No program | No program |
| Mississippi | No program | No program | No program | No program | No program |
| Montana | No program | No program | No program | No program | No program |
| New Hampshire | No program | No program | No program | No program | No program |
| North Dakota | No program | No program | No program | No program | No program |
| South Dakota | No program | No program | No program | No program | No program |
| Utah | No program | No program | No program | No program | No program |
| Wyoming | No program | No program | No program | No program | No program |
| D.C. | 1* | 1* | 1* | 1* | 4.6 |

* While Washington, D.C. is not a state but a city with a unique status as our nation's capital, to be inclusive we indicate how D.C. ranks compared to the 50 states.

Executive Summary (continued)

With the inclusion of Arizona's First Things First Prekindergarten Scholarship program, 40 states plus D.C. offered pre-K in school year 2011-2012. That is one of the few pieces of good news in a year dominated by significant negative changes in enrollment, resources, and quality standards. The sections below provide further details for each one of these areas.

ENROLLMENT: BUDGET CUTS SLOW GROWTH NATIONWIDE

State-funded pre-K served 1,332,663 children in 2011-2012, plus an additional 11,267 children in D.C. State pre-K continues to be primarily a program for 4-year-olds in most states, with more than 1.1 million of the children served at that age.

Across the nation, 28 percent of 4-year-olds were enrolled in state-funded pre-K programs and only 4 percent of 3-year-olds were similarly enrolled, with no growth in access relative to population. Total enrollment increased by only 9,535 from the prior year. Table 2 shows both numbers enrolled and enrollment as a percentage of total population by state. Table 3 reports enrollment changes in numbers of children and percentage of the total population for 3- and 4-year-olds from the prior year and the past decade.

Since states also serve children in preschool special education, the total number of children served by states is somewhat larger than indicated by state-funded pre-K enrollment alone. Table 4 presents numbers and percentages of children enrolled in state pre-K and special education programs; it also shows totals that include students in the federal Head Start program. These are unduplicated estimates in that children served by multiple programs are only counted once. Including both state pre-K and special education programs brings state enrollment up to 31 percent at age 4 and 7 percent at age 3. These figures should be interpreted cautiously for two reasons. First, while every effort is made to ensure children are not double counted, we may not have perfectly unduplicated the counts. Second, and more important, some children in preschool special education receive limited therapeutic services and are not enrolled in a quality pre-K in which all of their educational needs are met. Adding in the federal Head Start program, enrollment in all public programs is 41 percent at age 4 and 14 percent at age 3. Again there may be some duplication we have not eliminated and our prior caveat regarding special education services applies.

In some previous years, we have estimated total enrollment in all public and private programs. Some public schools enroll children in pre-K classes who are not part of state-funded pre-K, including schools in states with no state preschool funding. In addition, children attend private programs including some that are subsidized by public funding and tax credits for child care. Our most recent estimates for 2010 are available elsewhere. Various sources provide substantially different estimates regarding total enrollment and the recession has likely influenced enrollment in public and private programs which prevents us from applying them to current year's enrollment. We eagerly await the release of estimates from the 2012 National Household Education Survey for this information.

The 2005 National Household Education Survey and our previous estimates provide some important information regarding the distribution of enrollment that is not available from our survey of states. Public programs substantially increase access to children in families with the lowest income. Nevertheless, participation rates are strongly associated with income and education—far below average for children whose parents have not completed high school and far above average for children whose parents have graduate degrees. Many families in the middle do not yet enroll their children in pre-K. Participation rates are lowest for Latino and Pacific Islander children. Also striking is that access itself is not enough to ensure enrollment in a high-quality program. At age 4, only 35 percent of those in a program attended a high-quality program as measured by the Early Childhood Environment Rating Scale. African-American children had relatively high enrollment rates, but the least access to quality when they were enrolled.



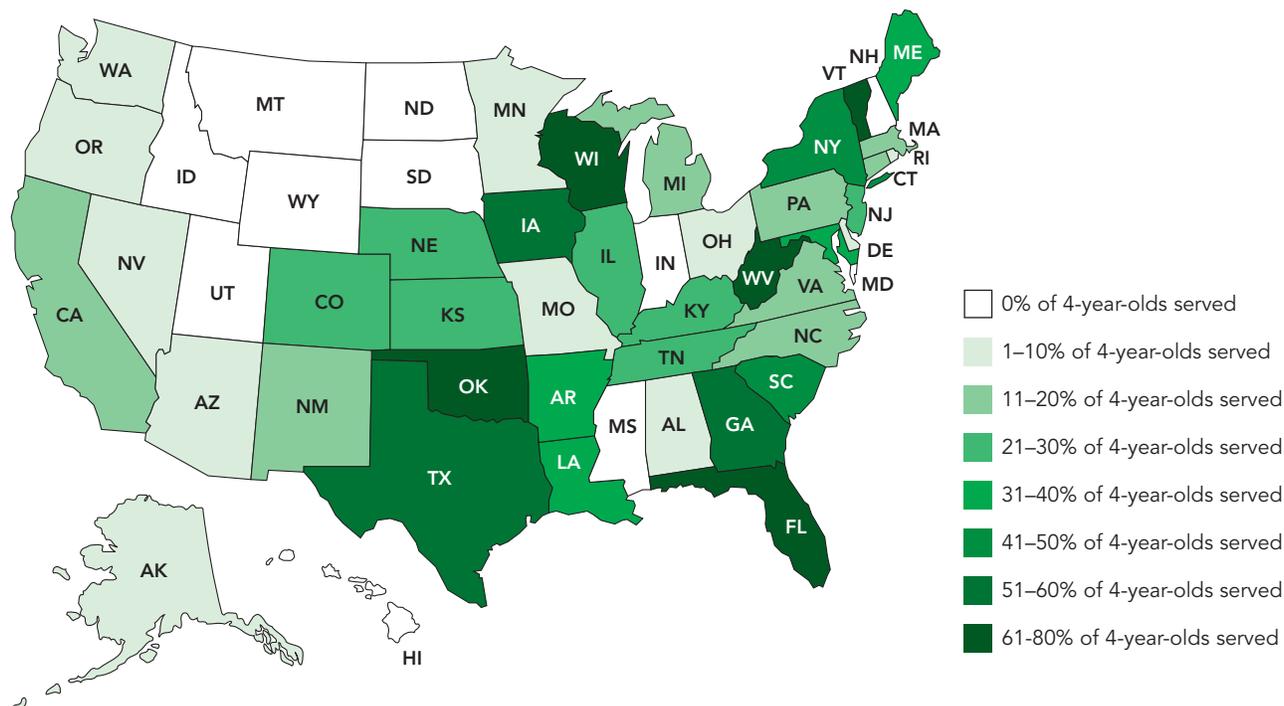
Our 2012 *Yearbook* makes apparent that enrollment in state-funded programs varies dramatically across the states. Figure 1 displays state pre-K enrollment at age 4 by state. The District of Columbia served the highest percentage of children at both ages 3 and 4. Among states, Florida and Oklahoma rank 1st and 2nd in enrollment of 4-year-olds. Both served more than 70 percent of 4-year-olds. With 65 percent of 4-year-olds enrolled, Vermont ranks 3rd on 4-year-old enrollment. Vermont is notable for also enrolling a high percentage of 3-year-olds, ranking 3rd on this measure as well.

Other states enrolling more than half of 4-year-olds include Wisconsin, West Virginia, Georgia, Iowa, and Texas. Enrollment drops off fairly rapidly from there, and 10 states with programs served fewer than 10 percent of 4-year-olds, while 10 more had no program. The observation data cited earlier indicated that access alone does not ensure children receive a high-quality education. Data on state quality standards are consistent with that picture. Florida and Vermont, two of the top three states for enrollment are particularly concerning as both met fewer than half of quality standards benchmarks. Also of concern among the top 10 is Texas, which enrolled the largest number of preschoolers in the nation, about 225,000, but met only two of 10 benchmarks for quality.

State pre-K remains primarily a program for 4-year-olds, but there are notable exceptions. The District of Columbia serves more than half of its 3-year-olds. Illinois and New Jersey each serve about 20 percent of children at age 3. Vermont, Nebraska, and Arkansas serve more than 10 percent at age 3, with California serving the largest number (48,175, or 9 percent) despite a decline from last year. Only six states increased enrollment of 3-year-olds from the previous year—Arkansas, Iowa, Maryland, Nebraska, Oregon, and South Carolina.

The lack of enrollment growth nationally is due in some measure to 16 states that reduced enrollment of 3- and 4-year-olds from the previous year. While many of these reductions were minor, reductions of over 10 percent were particularly troubling in Alaska, North Carolina, Pennsylvania, and Rhode Island. Arizona has rejoined the list of states providing pre-K with the inclusion of Arizona’s First Things First Prekindergarten Scholarships. Note that this does not constitute entirely new enrollment and funding for early learning programs generally, as this program has operated since 1996, but operational changes now qualify it as state-funded pre-K. This means that only 10 states did not provide any state-funded pre-K in the 2011-2012 school year. These states are Hawaii, Idaho, Indiana, Montana, Mississippi, New Hampshire, North Dakota, South Dakota, Utah, and Wyoming.

FIGURE 1: PERCENT OF 4-YEAR-OLDS SERVED IN STATE PRE-K



QUALITY STANDARDS: LOSING GROUND AS BUDGETS FALTER

The *Yearbook* compares each state program's standards against a checklist of 10 research-based quality standards benchmarks. Although the benchmarks against which NIEER checks states are not guarantees of quality, they are consistent with what research has found to be highly effective. In addition to high standards, effective pre-K programs require adequate funding and the continuous improvement of strong practices. A list of benchmarks and a summary of the supporting research are provided on page 22.

Figure 2: Percent of State Pre-K Programs Meeting Benchmarks 2002–2012



Figure 2 displays the number of quality standards benchmarks met by state preschool programs each year from 2001-2002 through 2011-2012. Only three states had policy changes that met additional benchmarks in 2011-2012. California's newly released state early learning standards fully met the definition of comprehensive standards. Ohio met an additional benchmark this year by requiring site visits for quality monitoring, though it remains at the bottom in terms of standards. It permits up to 28 children in a class while teachers need have no more than an associate's degree. Pennsylvania's Pre-K Counts program required all lead teachers to have a bachelor's degree. With that change, Pre-K Counts edged closer to the top ranks for quality standards, and the remaining benchmarks would add little to cost.

Nevertheless, the 2011-2012 year was the worst year we have seen for quality standards overall, with nine losses against quality standards benchmarks. Policy changes in five programs led them to lose the benchmark for conducting site visits on a regular schedule to monitor pre-K program quality: Louisiana's 8g and LA4 programs, the Missouri Preschool Project, Pennsylvania's EABG program, and the Virginia Preschool Initiative. Four other programs lost this benchmark in 2010-2011. This dramatic reduction in the number of programs monitoring quality and pursuing continuous improvement through regular site visits is extremely troubling. State capacity to ensure program performance is been cut at the same time that decreased funding per child erodes program capabilities.

Funding cuts are clearly implicated in the other observed reductions in quality standards. Georgia lost benchmarks for both class size and student-teacher ratio as it sought to maintain enrollment in the face of reduced funding. Pennsylvania's EABG and K4/SBPK programs lost benchmarks due to a two-year moratorium on professional development. As state revenues rebound, both states expect to return to their prior standards. It could not be more obvious that when state revenues decline, pre-k quality goes on the chopping block.

With Georgia's changes to class size and ratio, only five state programs met all 10 benchmarks: Alabama, Alaska, North Carolina, Rhode Island, and one Louisiana program (NSECD). Seven states had programs that met nine of 10 benchmarks—Arkansas, Kentucky, Minnesota, New Jersey (Abbott pre-K only), Oklahoma, Tennessee, and Washington.

At the other end of the spectrum, five states met fewer than half of the 10 benchmarks—California and Vermont met four; Florida and Ohio met three; and Texas met only two benchmarks. In addition, two of Pennsylvania's programs, Pennsylvania's EABG and K4 programs, met four and two benchmarks respectively. Excluding Vermont, these are large states making their low quality standards particularly distressing. More than 400,000 children, 42 percent of enrollment nationally, are served in these programs. Texas and Pennsylvania (for the K4 program) are the only two states to limit neither class size or staff-child ratio. Weak standards in large states with significant enrollments are a serious concern because they permit inadequate services. It seems unlikely that it would be the wealthiest communities that take advantage of this flexibility to operate pre-K with low standards.

RESOURCES: DECREASED SPENDING THREATENS PRE-K PROGRESS

In 2011-2012, 40 states spent over \$5.1 billion on pre-K with the District of Columbia spending an additional \$157 million, not including special education funds. The 10 remaining states did not contribute to this spending amount as they had no pre-K initiative meeting our definition of state-funded prekindergarten. (See page 21 for our explanation of what constitutes a state-funded pre-K program.) Among the states funding preschool education, spending ranged from slightly less than half a million in Rhode Island to more than \$727 million in Texas. As noted earlier, total state spending declined by about half a billion dollars, adjusting for inflation, with average per-child spending declining by more than \$400. States spent \$3,841 per child as a nationwide average. At the top D.C. spent nearly \$14,000 per child, with New Jersey leading the states at \$11,659. At the other end, Colorado, South Carolina, and Nebraska spent less than \$2,000 per child. Further details on funding for pre-K by state are reported in Tables 6 and 7.

Many state-funded pre-K programs require or depend on additional funds from local school districts, including locally directed federal funds, to fully pay for pre-K programs. In some, states and the local schools share the costs through a formula just as they do for K-12 education. As a result, funding from all sources often is a much better indicator of the total resources available to support pre-K (though not a better indicator of state financial commitment). Unfortunately, states often have difficulty fully reporting this spending so these reports are likely underestimates. Nevertheless, the figures reported in Table 7 indicate that local schools and other sources added nearly another \$1 billion to pre-K funding in 2011-2012, or \$755 per child. The largest source of these funds comes from required local school spending of \$414 million. The true figure is certainly higher, as some states require a match but do not report other funds, while in other states it is virtually impossible to meet state standards without substantially adding to state funds. Total funding for state pre-K programs from all sources was at least \$6.12 billion, still down from the previous year. Reported funding per child from all sources equaled \$4,596, down more than \$400 (inflation-adjusted) from 2010-2011.

Several states relied upon funding from the American Recovery and Reinvestment Act (ARRA) during the recession to prevent large cuts to pre-K funding. At least \$127 million was used in 2010-2011 school year, but ARRA funds were no longer available in 2011-2012. Of the six states that reported using ARRA funding last year (California, Florida, Maine, Massachusetts, Nebraska, and North Carolina), all but Maine and Massachusetts cut state spending in 2011-2012.

Inadequate funding can seriously impair pre-K quality and effectiveness. As can be seen in Table 7, we estimate that reported funding per child is sufficient to meet all 10 benchmarks in only 15 states and Washington, D.C. Some other states may raise enough funds from local sources to adequately fund quality pre-K, but it also seems likely that in many of the other states program quality will vary with local fiscal capacity. In far too many states, funding levels have fallen so low as to bring into question the effectiveness of their programs by any reasonable standard. Among these states is the nation's leader for enrollment, Florida.

LONG-TERM TRENDS



The *Yearbook* has surveyed state-funded pre-K programs since 2001-2002, providing data on trends in access, quality standards, funding and other policy issues through 2011-2012. Here we summarize major long-term findings.

In the past decade, enrollment in state pre-K has grown dramatically, nearly doubling the percentage of the population served. State standards for quality improved, as well, over most of the decade, but the Great Recession produced a dramatic drop-off in quality standards together with a downturn in state funding for pre-K.

The period spanned by the *Yearbook* actually begins with the aftermath of the 2001 recession, which might have contributed to the decline in state spending per child at the beginning of the decade. However, as revenues rebounded, states increased enrollment but did not increase funding enough to reverse the downward trend in per-child expenditure. Only with the peak in state revenues

just before the economy was hit with the Great Recession did we see a reversal and an increase in spending per child enrolled in pre-K. As state revenues declined again, state financial commitments to pre-K also fell (and by more than our charts suggest because the reclassification of a large California program in 2010 boosted average spending per child even though no new funds were being spent).

For the decade, state funding per child has fallen by more than \$1,000, adjusting for inflation. Apparently there is a general tendency to favor expanding enrollment over increasing quality, but this has been exacerbated by two recessions. State pre-K has to some extent been a “fair weather” initiative of states that suffers when storm clouds roll over their budgets. Such an approach serves children and taxpayers poorly as the benefits to both are lost when quality slips. Only high-quality programs produce the substantive gains in learning and development associated with long-term benefits.

ENROLLMENT

- Over the decade, pre-K access was expanded to more than 650,000 additional children of all ages. The percentage of 4-year-olds enrolled increased from 14 percent to 28 percent, but expansion virtually ceased in 2011-2012.
- Enrollment of 3-year-olds made little progress over the entire decade as the vast majority of state programs focused on 4-year-olds. Nine states decreased the number of 3-year-olds enrolled despite a modest national trend to expand access to pre-K for younger children.
- The number of state pre-K programs grew more rapidly than the number of states with programs. The first *Yearbook* profiled 42 programs in 37 states. Today, there are 52 programs in 40 states (as well as one in D.C.). Two of the new state programs are still quite small, as Alaska and Rhode Island both began pilot programs in 2009-2010 school year that have not yet transitioned into larger statewide initiatives. In both Arizona and Ohio, programs have come and gone, indicating the tenuous nature of pre-K in some states and that entire programs are susceptible to a state’s political and fiscal conditions.

QUALITY

- States have made some impressive improvements in quality standards since 2001-2002. The most dramatic change has been the adoption of comprehensive early learning standards, which were rare in 2001-2002. The only state still lacking these standards, Ohio, is anticipated to adopt them this year.
- Remarkable gains also have been seen in requirements for specialized preparation of staff in early childhood, ongoing professional development, and limits on class size and ratio.
- Standards regarding staff credentials have improved, but at a slower pace. Only 58 percent of programs require that all lead teachers have a bachelor’s degree and fewer than one third require that assistant teachers have at least a CDA. Low qualifications requirements typically are linked to low salaries and inadequate funding.
- Since 2004-2005, NIEER has tracked whether programs require site visits to ensure program standards are followed. Programs made some progress in meeting this goal, improving from 70 percent of programs meeting the benchmark in 2004-2005 to 78 percent in 2008-2009. However, as budgets faltered during the Great Recession, these gains were reversed. By 2011-2012, only 62 percent of programs met this benchmark for accountability.

RESOURCES

- Total spending by states has risen from \$3.47 billion to \$5.12 billion. Adjusting for inflation, this is a real increase of \$1.65 billion in current dollars or 48 percent. In allocating these increases states have tended to favor expansion of enrollment over adequate funding for quality.
- By 2011-2012, per-child spending had fallen below \$4,000, the lowest in a decade. This reflects a drop of more than \$1,000, adjusting for inflation, since 2001-2002 year, and is a 23 percent decline.
- Of the 37 states that offered pre-K in 2001-2002, only eight had increased their per-child spending a decade later. Reducing per-child spending significantly increases the risk that students are served in lower quality programs. As noted above, state quality standards have begun to decline, with the strongest decline in requirements that states verify through actual site visits that their policies are being implemented in practice.

RECOMMENDATIONS

For state pre-K and the children and families these programs serve, the last year was an unprecedented disaster. The recession intensified the negative effects of a longer term trend toward lower funding per child, which undermines quality standards and educational effectiveness. If the states are to regain their momentum, it is imperative that they plan for high-quality pre-K as a long-term priority. States should set goals to not just increase enrollment, but to raise standards and increase funding to a level that can be reasonably expected to support highly effective early education. The *Yearbook* provides a basis for setting such goals to be achieved by a certain date. The president's proposed 10-year plan to support state pre-K offers financial incentives for states to set and achieve ambitious goals. Yet, whether or not that proposal becomes law, states should develop and implement strong plans for pre-K progress. The benefits of pre-K far exceed the costs and every year states delay is another year of lost opportunities for their children and increased future costs for taxpayers. NIEER has arrived at the following recommendations for the next decade.

- The president's 2014 Preschool for All budget proposal offers the most significant opportunity to improve access to highly effective pre-K to date. Should an approach like this become law, every state could offer pre-K to the majority of its children--perhaps even all children at age 4—a decade from now. Such an approach leaves states firmly in the driver's seat with respect to policy, but provides substantial financial assistance contingent on expanding access to programs with adequate standards and funding.
- Regardless of federal policy developments, all 50 states should support a state-funded pre-K program. Many of the states without pre-K are sparsely populated and largely rural, which tends to raise cost. However, Alaska, Kansas, Maine, and Nebraska are among the 10 least densely populated states in the nation and have all managed to develop and provide relatively high-quality pre-K programs.
- Every state should set as a goal the provision of high-quality pre-K programs that significantly enhance children's learning and development, especially for the most disadvantaged children. The quality standards benchmarks set out in the *Yearbook* provide one set of guideposts regarding state policies that can assist states toward achieving that goal.
- Every state should monitor and evaluate the performance of its pre-K program as part of a continual improvement process. The cost of this effort is relatively modest, but it is a key to obtaining high returns from an effective program. The course that too many states have taken in scaling back or removing monitoring of pre-K programs should be reversed immediately.
- As state revenues regain strength, states should prioritize pre-K quality improvement and expansion and develop more stable funding mechanisms for pre-K. Inclusion in state education funding formulas with pre-K funded at the same level as kindergarten is one way to achievement this goal.

Education in the years before kindergarten is increasingly recognized as playing an important role in preparing our youngest citizens for productive lives in the global economy. Yet, our nation's public investment in their future through pre-K declined during the recent economic downturn at the very time that parental financial capacity to invest in their children was hardest hit. America will pay the price of that lapse for decades to come. It is not enough for states to simply revert to the pre-recession trend. Now is the time to reverse that trend, emphasizing quality as well as enrollment, and renew state commitment to a better future for our children through high-quality pre-K.

TABLE 2: PRE-K ACCESS BY STATE

| ACCESS FOR 4-YEAR-OLDS RANK | STATE | PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2011-2012) | | | NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2011-2012) | | |
|-----------------------------------|------------------|--|-------------|-------------------|---|----------------|-------------------|
| | | 4-year-olds | 3-year-olds | Total (3s and 4s) | 4-year-olds | 3-year-olds | Total (3s and 4s) |
| 1 | Florida | 79.4% | 0.0% | 39.8% | 175,122 | 0 | 175,122 |
| 2 | Oklahoma | 74.1% | 0.0% | 37.2% | 40,089 | 0 | 40,089 |
| 3 | Vermont | 65.2% | 16.1% | 41.0% | 4,352 | 1,038 | 5,390 |
| 4 | Wisconsin | 61.0% | 1.0% | 31.2% | 44,758 | 731 | 45,490 |
| 5 | West Virginia | 60.9% | 8.9% | 34.7% | 12,833 | 1,907 | 14,740 |
| 6 | Georgia | 58.7% | 0.0% | 29.4% | 82,868 | 0 | 82,868 |
| 7 | Iowa | 52.5% | 2.6% | 27.7% | 21,665 | 1,062 | 22,727 |
| 8 | Texas | 51.4% | 5.5% | 28.5% | 203,143 | 21,505 | 224,648 |
| 9 | New York | 44.2% | 0.1% | 22.1% | 102,367 | 201 | 102,568 |
| 10 | South Carolina | 42.6% | 4.1% | 23.5% | 26,610 | 2,511 | 29,121 |
| 11 | Arkansas | 37.4% | 11.2% | 24.4% | 15,284 | 4,484 | 19,768 |
| 12 | Maryland | 34.5% | 3.9% | 19.2% | 25,678 | 2,925 | 28,603 |
| 13 | Louisiana | 31.6% | 0.0% | 15.8% | 20,421 | 0 | 20,421 |
| 14 | Maine | 31.6% | 0.0% | 15.9% | 4,505 | 0 | 4,505 |
| 15 | Kentucky | 30.4% | 6.4% | 18.4% | 17,477 | 3,683 | 21,160 |
| 16 | New Jersey | 28.2% | 18.6% | 23.4% | 31,234 | 20,306 | 51,540 |
| 17 | Illinois | 27.7% | 20.0% | 23.9% | 46,897 | 33,702 | 80,599 |
| 18 | Nebraska | 22.2% | 13.4% | 17.8% | 5,907 | 3,572 | 9,479 |
| 19 | Tennessee | 21.6% | 0.7% | 11.1% | 17,893 | 601 | 18,494 |
| 20 | Colorado | 21.0% | 6.2% | 13.7% | 14,908 | 4,292 | 19,200 |
| 21 | Kansas | 20.9% | 0.0% | 10.4% | 8,593 | 0 | 8,593 |
| 22 | Michigan | 19.4% | 0.0% | 9.8% | 23,579 | 0 | 23,579 |
| 23 | North Carolina | 19.2% | 0.0% | 9.6% | 24,836 | 0 | 24,836 |
| 24 | California | 18.1% | 9.3% | 13.7% | 93,866 | 48,175 | 142,041 |
| 25 | Virginia | 16.0% | 0.0% | 8.0% | 16,618 | 0 | 16,618 |
| 26 | New Mexico | 15.5% | 0.0% | 7.7% | 4,591 | 0 | 4,591 |
| 27 | Massachusetts | 14.3% | 3.3% | 8.8% | 10,714 | 2,425 | 13,139 |
| 28 | Pennsylvania | 14.0% | 5.3% | 9.6% | 20,712 | 7,815 | 28,527 |
| 29 | Connecticut | 12.9% | 7.5% | 10.2% | 5,396 | 3,057 | 8,453 |
| 30 | Oregon | 9.7% | 5.0% | 7.4% | 4,729 | 2,440 | 7,169 |
| 31 | Washington | 8.2% | 1.1% | 4.7% | 7,367 | 1,024 | 8,391 |
| 32 | Delaware | 7.4% | 0.0% | 3.7% | 843 | 0 | 843 |
| 33 | Alabama | 6.3% | 0.0% | 3.1% | 3,906 | 0 | 3,906 |
| 34 | Missouri | 3.9% | 1.3% | 2.6% | 3,058 | 1,045 | 4,103 |
| 35 | Arizona | 3.1% | 0.3% | 1.7% | 2,881 | 285 | 3,166 |
| 36 | Nevada | 2.7% | 0.6% | 1.7% | 1,027 | 240 | 1,267 |
| 37 | Ohio | 2.4% | 1.1% | 1.8% | 3,564 | 1,609 | 5,173 |
| 38 | Alaska | 2.0% | 0.0% | 1.0% | 211 | 0 | 211 |
| 39 | Minnesota | 1.4% | 1.0% | 1.2% | 1,044 | 687 | 1,731 |
| 40 | Rhode Island | 0.9% | 0.0% | 0.5% | 108 | 0 | 108 |
| No Program | Hawaii | 0.0% | 0.0% | 0.0% | 0 | 0 | 0 |
| No Program | Idaho | 0.0% | 0.0% | 0.0% | 0 | 0 | 0 |
| No Program | Indiana | 0.0% | 0.0% | 0.0% | 0 | 0 | 0 |
| No Program | Mississippi | 0.0% | 0.0% | 0.0% | 0 | 0 | 0 |
| No Program | Montana | 0.0% | 0.0% | 0.0% | 0 | 0 | 0 |
| No Program | New Hampshire | 0.0% | 0.0% | 0.0% | 0 | 0 | 0 |
| No Program | North Dakota | 0.0% | 0.0% | 0.0% | 0 | 0 | 0 |
| No Program | South Dakota | 0.0% | 0.0% | 0.0% | 0 | 0 | 0 |
| No Program | Utah | 0.0% | 0.0% | 0.0% | 0 | 0 | 0 |
| No Program | Wyoming | 0.0% | 0.0% | 0.0% | 0 | 0 | 0 |
| | 50 States | 28.0% | 4.2% | 16.1% | 1,151,653 | 171,323 | 1,322,976 |
| | D.C. | 91.8% | 68.9% | 88% | 6,945 | 4,722 | 11,667 |

For details about how these figures were calculated, see the Methodology and Roadmap to the State Profile Pages sections.

¹ Nationwide, an additional 9,687 children of other ages were enrolled in state prekindergarten, for a total enrollment of 1,332,663.

TABLE 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME

| STATE | 2001-2002 TO 2011-2012 | | | | 2010-2011 TO 2011-2012 | | | |
|------------------|------------------------|-------------------|-----------------------|-------------------|------------------------|-------------------|-----------------------|-------------------|
| | Change in 3-year-olds | | Change in 4-year-olds | | Change in 3-year-olds | | Change in 4-year-olds | |
| | Number | Percentage Point† | Number | Percentage Point† | Number | Percentage Point† | Number | Percentage Point† |
| Alabama | 0 | NA | 3,150 | +5% | 0 | NA | 36 | 0% |
| Alaska | 0 | NA | 211 | +2% | 0 | NA | -37 | 0% |
| Arizona* | 285 | NA | -1,396 | -3% | 285 | 0% | 2,881 | +3% |
| Arkansas | 3,542 | +9% | 13,060 | +31% | 367 | +1% | -2,186 | -7% |
| California | 37,251 | +7% | 49,332 | +10% | -3,862 | -1% | -1,510 | -1% |
| Colorado | 3,562 | +5% | 6,588 | +7% | 6 | 0% | 88 | 0% |
| Connecticut | 1,522 | +4% | 979 | +3% | -58 | 0% | -121 | 0% |
| Delaware | 0 | NA | 0 | -1% | 0 | NA | 0 | 0% |
| Florida | 0 | NA | 175,122 | +79% | 0 | NA | 10,734 | +3% |
| Georgia | 0 | NA | 19,255 | +5% | 0 | NA | 260 | -1% |
| Hawaii | 0 | NA | 0 | NA | 0 | NA | 0 | NA |
| Idaho | 0 | NA | 0 | NA | 0 | NA | 0 | NA |
| Illinois | 19,604 | +12% | 7,995 | +6% | -685 | 0% | -2,215 | -1% |
| Indiana | 0 | NA | 0 | NA | 0 | NA | 0 | NA |
| Iowa | 551 | NA | 20,109 | +48% | 516 | +1% | 402 | 0% |
| Kansas | 0 | NA | 6,363 | +15% | 0 | NA | -44 | 0% |
| Kentucky | -1,189 | -3% | 4,660 | +7% | -366 | -1% | -639 | -2% |
| Louisiana | 0 | NA | 12,902 | +20% | 0 | NA | 163 | -1% |
| Maine | 0 | NA | 3,065 | +22% | 0 | NA | 600 | +5% |
| Maryland | 1,517 | +2% | 7,304 | +9% | 2,925 | +4% | -1,393 | -3% |
| Massachusetts* | -7,007 | -9% | 1,282 | +3% | -464 | -1% | -468 | -1% |
| Michigan | 0 | NA | -2,898 | 0% | 0 | NA | 1,512 | +1% |
| Minnesota* | -128 | 0% | -226 | 0% | -15 | 0% | -23 | 0% |
| Mississippi | 0 | NA | 0 | NA | 0 | NA | 0 | NA |
| Missouri | -1,501 | -2% | -628 | -1% | -234 | 0% | 118 | 0% |
| Montana | 0 | NA | 0 | NA | 0 | NA | 0 | NA |
| Nebraska | 3,448 | +13% | 5,551 | +21% | 1,054 | +4% | -1,073 | -4% |
| Nevada | 129 | 0% | 706 | +2% | -45 | 0% | -5 | 0% |
| New Hampshire | 0 | NA | 0 | NA | 0 | NA | 0 | NA |
| New Jersey | 7,521 | +7% | 7,353 | +8% | -99 | 0% | 432 | 0% |
| New Mexico | -470 | -2% | 4,221 | +14% | 0 | NA | 327 | +1% |
| New York | -5,634 | -2% | 38,868 | +20% | 0 | NA | -1,078 | -1% |
| North Carolina | 0 | NA | 23,596 | +18% | 0 | NA | -5,931 | -5% |
| North Dakota | 0 | NA | 0 | NA | 0 | NA | 0 | NA |
| Ohio | -8,105 | -5% | -10,321 | -6% | -5 | 0% | -8 | 0% |
| Oklahoma | 0 | NA | 14,210 | +18% | 0 | NA | 1,648 | +1% |
| Oregon | 1,331 | +3% | 2,140 | +4% | 195 | 0% | 1,066 | +2% |
| Pennsylvania* | 7,815 | +5% | 18,162 | +12% | -1,298 | -1% | -3,045 | -2% |
| Rhode Island | 0 | NA | 108 | +1% | 0 | NA | -18 | 0% |
| South Carolina | 2,161 | +3% | 10,960 | +13% | 260 | 0% | 2,343 | +2% |
| South Dakota | 0 | NA | 0 | NA | 0 | NA | 0 | NA |
| Tennessee | -241 | 0% | 16,135 | +19% | -43 | 0% | 196 | 0% |
| Texas | 1,764 | -1% | 75,560 | +12% | -2,113 | -1% | 2,962 | 0% |
| Utah | 0 | NA | 0 | NA | 0 | NA | 0 | NA |
| Vermont* | 669 | +11% | 3,732 | +57% | -128 | -1% | -35 | -2% |
| Virginia | 0 | NA | 10,740 | +10% | 0 | NA | 737 | +1% |
| Washington | -125 | 0% | 2,582 | +2% | -348 | 0% | 717 | +1% |
| West Virginia | 139 | 0% | 7,748 | +37% | -32 | 0% | 645 | +3% |
| Wisconsin* | 43 | 0% | 31,254 | +42% | -25 | 0% | 4,552 | +6% |
| Wyoming | 0 | NA | 0 | NA | 0 | NA | 0 | NA |
| 50 States | 68,455 | +1% | 589,533 | +14% | -4,212 | 0% | 12,590 | 0% |
| D.C. | 3,597 | +51% | 3,934 | +48% | 654 | +4% | 916 | +2% |

* At least one program in these states did not break down total enrollment figures into specific numbers of 3- and 4-year-olds served. As a result, the figures in this table are estimates.

† This represents the change in the percent of the population served from the respective year to the 2011-2012 school year. In earlier editions, we reported the percent change in the number of children enrolled as opposed to the change in the percentage of children enrolled.

TABLE 4: 2011-2012 ENROLLMENT OF 3- AND 4-YEAR-OLDS IN STATE PRE-K, PRESCHOOL SPECIAL EDUCATION, AND FEDERAL AND STATE HEAD START

| STATE | Pre-K + Pre-K Special Education | | | | Pre-K + Pre-K Special Education + Head Start ^{††} | | | |
|-------------------|---------------------------------|-----------------------------|------------------|-----------------------------|--|-----------------------------|------------------|-----------------------------|
| | 3-year-olds | | 4-year-olds | | 3-year-olds | | 4-year-olds | |
| | Number Enrolled | Percent of State Population | Number Enrolled | Percent of State Population | Number Enrolled | Percent of State Population | Number Enrolled | Percent of State Population |
| Alabama | 950 | 2% | 5,373 | 8% | 6,347 | 11% | 15,008 | 24% |
| Alaska* | 420 | 4% | 798 | 7% | 1,428 | 13% | 2,249 | 21% |
| Arizona | 3,399 | 4% | 7,125 | 8% | 8,411 | 8% | 17,963 | 20% |
| Arkansas | 6,495 | 16% | 17,235 | 42% | 10,978 | 27% | 22,230 | 54% |
| California* | 53,371 | 10% | 100,900 | 19% | 85,965 | 16% | 161,515 | 31% |
| Colorado | 6,804 | 10% | 18,682 | 26% | 10,881 | 16% | 24,023 | 34% |
| Connecticut | 4,850 | 12% | 7,697 | 18% | 7,556 | 19% | 11,344 | 27% |
| Delaware† | 504 | 4% | 1,522 | 13% | 940 | 8% | 2,398 | 21% |
| Florida | 6,492 | 3% | 177,385 | 80% | 19,830 | 9% | 198,001 | 89% |
| Georgia | 2,297 | 2% | 84,038 | 60% | 14,054 | 10% | 94,471 | 67% |
| Hawaii | 592 | 3% | 707 | 4% | 1,482 | 8% | 2,501 | 14% |
| Idaho | 712 | 3% | 993 | 4% | 1,671 | 7% | 3,290 | 13% |
| Illinois | 35,722 | 21% | 51,820 | 31% | 50,983 | 30% | 71,642 | 43% |
| Indiana | 4,012 | 5% | 5,065 | 6% | 8,186 | 10% | 12,945 | 15% |
| Iowa | 1,815 | 5% | 22,615 | 54% | 4,547 | 12% | 26,399 | 64% |
| Kansas | 2,090 | 5% | 11,818 | 29% | 5,323 | 13% | 15,198 | 37% |
| Kentucky | 3,747 | 6% | 17,477 | 30% | 9,439 | 16% | 26,225 | 46% |
| Louisiana* | 1,116 | 2% | 21,583 | 33% | 12,515 | 19% | 30,100 | 47% |
| Maine* | 678 | 5% | 4,965 | 35% | 1,715 | 12% | 6,563 | 46% |
| Maryland | 5,713 | 8% | 29,726 | 40% | 10,494 | 14% | 34,314 | 46% |
| Massachusetts | 5,612 | 7% | 14,013 | 19% | 10,281 | 13% | 19,976 | 26% |
| Michigan | 3,847 | 3% | 23,579 | 19% | 16,303 | 13% | 42,349 | 34% |
| Minnesota† | 3,522 | 5% | 5,404 | 7% | 7,564 | 11% | 11,395 | 15% |
| Mississippi | 760 | 2% | 1,743 | 4% | 11,123 | 26% | 17,146 | 39% |
| Missouri | 3,468 | 4% | 7,501 | 10% | 9,553 | 12% | 16,018 | 21% |
| Montana | 159 | 1% | 321 | 2% | 1,891 | 15% | 2,622 | 20% |
| Nebraska | 3,572 | 13% | 5,907 | 22% | 5,363 | 20% | 8,535 | 32% |
| Nevada | 1,773 | 5% | 3,537 | 10% | 2,908 | 8% | 5,184 | 14% |
| New Hampshire | 786 | 6% | 1,046 | 7% | 1,336 | 10% | 1,927 | 13% |
| New Jersey | 24,352 | 22% | 37,007 | 33% | 30,977 | 28% | 44,263 | 40% |
| New Mexico | 1,376 | 5% | 6,684 | 23% | 4,574 | 15% | 11,108 | 38% |
| New York* | 16,898 | 7% | 110,050 | 47% | 36,311 | 15% | 134,736 | 58% |
| North Carolina | 3,425 | 3% | 28,353 | 21% | 10,336 | 8% | 39,985 | 30% |
| North Dakota | 273 | 3% | 386 | 4% | 1,405 | 16% | 2,099 | 23% |
| Ohio | 5,978 | 4% | 10,382 | 7% | 19,282 | 13% | 29,193 | 20% |
| Oklahoma | 691 | 1% | 40,089 | 74% | 7,255 | 15% | 47,201 | 87% |
| Oregon | 4,390 | 9% | 6,930 | 14% | 7,145 | 15% | 11,167 | 23% |
| Pennsylvania*† | 13,615 | 9% | 28,016 | 19% | 25,199 | 17% | 44,196 | 30% |
| Rhode Island | 634 | 5% | 954 | 8% | 1,454 | 12% | 2,421 | 21% |
| South Carolina* | 3,626 | 6% | 26,610 | 43% | 9,645 | 16% | 32,588 | 52% |
| South Dakota | 468 | 4% | 722 | 6% | 1,981 | 16% | 2,825 | 23% |
| Tennessee | 2,315 | 3% | 19,895 | 24% | 7,984 | 10% | 29,919 | 36% |
| Texas | 23,807 | 6% | 203,143 | 51% | 52,321 | 13% | 241,356 | 61% |
| Utah | 2,143 | 4% | 2,737 | 5% | 4,030 | 8% | 6,531 | 12% |
| Vermont | 1,210 | 19% | 4,352 | 65% | 1,595 | 27% | 4,943 | 74% |
| Virginia* | 3,198 | 3% | 19,210 | 19% | 8,099 | 8% | 26,735 | 26% |
| Washington | 4,020 | 4% | 11,102 | 12% | 8,139 | 9% | 18,580 | 20% |
| West Virginia | 1,907 | 9% | 12,833 | 61% | 3,852 | 19% | 17,352 | 82% |
| Wisconsin† | 3,219 | 4% | 45,560 | 62% | 9,917 | 14% | 51,726 | 71% |
| Wyoming | 717 | 9% | 1,048 | 13% | 1,433 | 18% | 2,030 | 25% |
| 50 States | 283,545 | 7% | 1,266,639 | 31% | 559,535 | 15% | 1,705,564 | 42% |
| D.C. [§] | 4,722 | 69% | 6,945 | 92% | 5,200 | 76% | 7,471 | 100% |

* These states serve special education children in their state pre-K programs but were not able to provide an unduplicated count for at least one of their programs. Estimations were used based on the average percent of special education students in state pre-K and enrollment numbers for each program.

† These states serve special education children in their state-funded Head Start pre-K programs but were not able to provide an unduplicated count for the Head Start program. Estimations were used based on the percent of children with IEPs as reported by the PIR.

†† This figure includes federally funded and state funded Head Start enrollment.

§ D.C. enrollment figures may reflect out of district enrollments on precise population estimates estimates, and incomplete unduplication. These figures should be regarded as estimates.

For details about how these figures were calculated, see the Methodology and Roadmap to the State Profile Pages sections.

TABLE 5: 2011-2012 STATE PRE-K QUALITY STANDARDS

| STATE/ PROGRAM | Comprehensive early learning standards | Teacher has BA | Specialized training in pre-K | Assistant teacher has CDA or equiv. | At least 15 hrs/yr in-service | Class size 20 or lower | Staff- child ratio 1:10 or better | Vision, hearing, health, and one support service | At least one meal | Site visits | Quality Standards Checklist Sum 2011-2012 |
|---------------------------|--|-------------------|-------------------------------------|--|-------------------------------------|------------------------------|--|--|----------------------|----------------|---|
| Alabama | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 10 |
| Alaska | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 10 |
| Arizona | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | ✓ | 6 |
| Arkansas | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 9 |
| California | ✓ | | ✓ | | ✓ | | ✓ | | | | 4 |
| Colorado | ✓ | | ✓ | | ✓ | ✓ | ✓ | | | ✓ | 6 |
| Connecticut | ✓ | | ✓ | | | ✓ | ✓ | ✓ | | ✓ | 6 |
| Delaware | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 8 |
| Florida | ✓ | | | | | ✓ | | | | ✓ | 3 |
| Georgia | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | 8 |
| Illinois | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | 8 |
| Iowa Shared Visions | ✓ | | ✓ | | | ✓ | ✓ | ✓ | ✓ | | 6 |
| Iowa SVPP | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | 7 |
| Kansas At-Risk | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | 7 |
| Kansas Pilot Pre-K | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | 7 |
| Kentucky | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 9 |
| Louisiana 8g | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | 7 |
| Louisiana LA4 | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | 8 |
| Louisiana NSECD | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 10 |
| Maine | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | 6 |
| Maryland | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | 8 |
| Massachusetts | ✓ | | | | ✓ | ✓ | ✓ | ✓ | | ✓ | 6 |
| Michigan | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | 7 |
| Minnesota | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 9 |
| Missouri | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | 8 |
| Nebraska | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | 6 |
| Nevada | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | ✓ | 7 |
| New Jersey Abbott | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | 9 |
| New Jersey ECPA | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | 8 |
| New Jersey ELLI | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | 8 |
| New Mexico | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 8 |
| New York | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | 7 |
| North Carolina | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 10 |
| Ohio ECE | | | ✓ | | | | | ✓ | | ✓ | 3 |
| Oklahoma | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 9 |
| Oregon | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 8 |
| Pennsylvania EABG | ✓ | | ✓ | | | ✓ | ✓ | | | | 4 |
| Pennsylvania HSSAP | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 8 |
| Pennsylvania K4 | ✓ | ✓ | | | | | | | | | 2 |
| Pennsylvania Pre-K Counts | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | ✓ | 7 |
| Rhode Island | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 10 |
| South Carolina 4K | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | | 6 |
| South Carolina CDEPP | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | 7 |
| Tennessee | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 9 |
| Texas | ✓ | | | | ✓ | | | | | | 2 |
| Vermont Act 62 | ✓ | | | | ✓ | ✓ | ✓ | | | | 4 |
| Vermont EEI | ✓ | | ✓ | | | ✓ | ✓ | | | | 4 |
| Virginia | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | | | 6 |
| Washington | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 9 |
| West Virginia | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 8 |
| Wisconsin 4K | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | 5 |
| Wisconsin HdSt | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | 7 |
| Totals | 51 | 30 | 44 | 15 | 42 | 44 | 45 | 37 | 24 | 32 | |
| D.C. (DCPS & CBO) | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 7 |
| D.C. (Charter) | ✓ | | | | | | | | ✓ | | 2 |

Note: Note: Hawaii, Idaho, Indiana, Mississippi, Montana, New Hampshire, North Dakota, South Dakota, Utah and Wyoming are not included in this table because they do not fund state prekindergarten initiatives.

Check marks in red show new policy changes effective with the 2011-2012 school year.

For more details about quality standards and benchmarks, see the Roadmap to the State Profile pages sections.

TABLE 6: PRE-K RESOURCES PER CHILD ENROLLED BY STATE

| STATE | Resources rank based on state spending | State \$ per child enrolled in pre-K | Change in state per-child spending from 2010-2011 to 2011-2012 Adjusted dollars | Total state preschool spending in 2011-2012 | Resources rank based on all reported spending | All reported \$ per child enrolled in pre-K |
|-----------------|--|--------------------------------------|---|---|---|---|
| New Jersey | 1 | \$11,659 | -\$383 | \$600,893,867 | 2 | \$11,659 |
| Oregon | 2 | \$8,509 | -\$216 | \$61,000,000 | 7 | \$8,509 |
| Connecticut | 3 | \$8,388 | -\$1,268 | \$75,431,544 | 1 | \$11,725 |
| Alaska | 4 | \$8,057 | \$983 | \$1,700,000 | 8 | \$8,057 |
| Minnesota | 5 | \$7,592 | -\$122 | \$13,764,296 | 10 | \$7,592 |
| Delaware | 6 | \$6,795 | -\$217 | \$5,727,800 | 15 | \$6,795 |
| Washington | 7 | \$6,665 | -\$332 | \$57,055,931 | 14 | \$6,800 |
| West Virginia | 8 | \$6,002 | \$218 | \$91,644,229 | 4 | \$8,901 |
| Pennsylvania | 9 | \$5,474 | \$115 | \$157,591,897 | 18 | \$5,474 |
| Arkansas | 10 | \$5,409 | \$227 | \$111,000,000 | 5 | \$8,753 |
| North Carolina | 11 | \$5,160 | -\$171 | \$128,147,360 | 9 | \$7,803 |
| Alabama | 12 | \$4,887 | \$197 | \$19,086,953 | 12 | \$7,198 |
| Tennessee | 13 | \$4,528 | -\$240 | \$84,254,767 | 17 | \$5,814 |
| Louisiana | 14 | \$4,459 | -\$359 | \$91,065,707 | 22 | \$4,557 |
| Michigan | 15 | \$4,422 | -\$174 | \$104,275,000 | 23 | \$4,422 |
| California | 16 | \$4,136 | -\$1,009 | \$728,223,316 | 20 | \$5,069 |
| Massachusetts | 17 | \$4,058 | \$250 | \$53,839,631 | 24 | \$4,344 |
| Ohio | 18 | \$3,980 | -\$87 | \$22,688,446 | 25 | \$3,980 |
| Virginia | 19 | \$3,778 | -\$152 | \$62,780,182 | 16 | \$5,872 |
| Vermont | 20 | \$3,744 | \$368 | \$20,374,443 | 27 | \$3,744 |
| New York | 21 | \$3,707 | -\$96 | \$380,170,105 | 28 | \$3,707 |
| Oklahoma | 22 | \$3,652 | \$81 | \$146,406,556 | 11 | \$7,427 |
| Maryland | 23 | \$3,609 | -\$946 | \$103,262,453 | 6 | \$8,599 |
| Kentucky | 24 | \$3,533 | \$26 | \$74,765,158 | 13 | \$6,876 |
| Georgia | 25 | \$3,490 | -\$945 | \$289,222,657 | 31 | \$3,490 |
| Iowa | 26 | \$3,423 | \$36 | \$78,490,486 | 26 | \$3,925 |
| Rhode Island | 27 | \$3,315 | -\$2,419 | \$358,000 | 3 | \$9,278 |
| Texas | 28 | \$3,232 | -\$650 | \$727,213,344 | 33 | \$3,291 |
| Illinois | 29 | \$3,210 | -\$349 | \$259,770,892 | 34 | \$3,210 |
| Wisconsin | 30 | \$3,205 | -\$373 | \$153,864,100 | 19 | \$5,111 |
| New Mexico | 31 | \$3,161 | -\$513 | \$14,514,300 | 35 | \$3,161 |
| Arizona | 32 | \$2,913 | \$2,913* | \$9,223,883 | 30 | \$3,496 |
| Missouri | 33 | \$2,682 | -\$501 | \$11,004,934 | 37 | \$2,682 |
| Nevada | 34 | \$2,592 | \$46 | \$3,338,875 | 29 | \$3,584 |
| Florida | 35 | \$2,281 | -\$219 | \$399,463,552 | 38 | \$2,281 |
| Maine | 36 | \$2,213 | \$164 | \$10,587,015 | 21 | \$5,022 |
| Kansas | 37 | \$2,123 | -\$601 | \$18,243,382 | 39 | \$2,123 |
| Colorado | 38 | \$1,912 | -\$196 | \$37,255,421 | 32 | \$3,445 |
| South Carolina | 39 | \$1,226 | -\$159 | \$35,708,905 | 36 | \$2,888 |
| Nebraska | 40 | \$944 | -\$715 | \$9,629,490 | 40 | \$2,094 |
| Hawaii | No Program | \$0 | \$0 | \$0 | No Program | \$0 |
| Idaho | No Program | \$0 | \$0 | \$0 | No Program | \$0 |
| Indiana | No Program | \$0 | \$0 | \$0 | No Program | \$0 |
| Mississippi | No Program | \$0 | \$0 | \$0 | No Program | \$0 |
| Montana | No Program | \$0 | \$0 | \$0 | No Program | \$0 |
| New Hampshire | No Program | \$0 | \$0 | \$0 | No Program | \$0 |
| North Dakota | No Program | \$0 | \$0 | \$0 | No Program | \$0 |
| South Dakota | No Program | \$0 | \$0 | \$0 | No Program | \$0 |
| Utah | No Program | \$0 | \$0 | \$0 | No Program | \$0 |
| Wyoming | No Program | \$0 | \$0 | \$0 | No Program | \$0 |
| 50 state | | \$3,841 | -\$442 | \$5,119,322,047 | | \$4,596 |
| D.C. | | \$13,974 | \$1,935 | \$157,440,000 | | \$14,938 |

* Although Arizona's FTF has been newly added as a state funded pre-K program, the program and its funding are not new. For details about how these figures were calculated, see the Methodology and Roadmap to the State Profile Pages sections.

TABLE 7: RANKINGS OF ALL REPORTED RESOURCES PER CHILD ENROLLED

| Resources rank based on all reported spending | State | All reported \$ per child enrolled in pre-K | Estimate of per-child spending needed to meet NIEER benchmarks† | Is the reported funding sufficient to meet NIEER benchmarks? | Additional per-child funding needed | Quality benchmark total |
|---|-----------------|---|---|--|-------------------------------------|-------------------------|
| 1 | Connecticut* | \$11,725 | \$7,543 | Yes | \$0 | 6 |
| 2 | New Jersey* | \$11,659 | \$9,425 | Yes | \$0 | 8.8 |
| 3 | Rhode Island | \$9,278 | \$8,859 | Yes | \$0 | 10 |
| 4 | West Virginia* | \$8,901 | \$7,096 | Yes | \$0 | 8 |
| 5 | Arkansas | \$8,753 | \$7,217 | Yes | \$0 | 9 |
| 6 | Maryland* | \$8,599 | \$6,438 | Yes | \$0 | 8 |
| 7 | Oregon* | \$8,509 | \$8,012 | Yes | \$0 | 8 |
| 8 | Alaska | \$8,057 | \$4,545 | Yes | \$0 | 10 |
| 9 | North Carolina | \$7,803 | \$8,276 | No | \$473 | 10 |
| 10 | Minnesota | \$7,592 | \$4,628 | Yes | \$0 | 9 |
| 11 | Oklahoma* | \$7,427 | \$6,229 | Yes | \$0 | 9 |
| 12 | Alabama | \$7,198 | \$7,682 | No | \$484 | 10 |
| 13 | Kentucky | \$6,876 | \$4,230 | Yes | \$0 | 9 |
| 14 | Washington* | \$6,800 | \$5,411 | Yes | \$0 | 9 |
| 15 | Delaware | \$6,795 | \$4,870 | Yes | \$0 | 8 |
| 16 | Virginia* | \$5,872 | \$9,327 | No | \$3,455 | 6 |
| 17 | Tennessee | \$5,814 | \$8,059 | No | \$2,245 | 9 |
| 18 | Pennsylvania* | \$5,474 | \$7,467 | No | \$1,993 | 5.0 |
| 19 | Wisconsin | \$5,111 | \$4,545 | Yes | \$0 | 5.0 |
| 20 | California* | \$5,069 | \$6,594 | No | \$1,525 | 4 |
| 21 | Maine | \$5,022 | \$3,998 | Yes | \$0 | 6 |
| 22 | Louisiana | \$4,557 | \$7,602 | No | \$3,045 | 8.0 |
| 23 | Michigan* | \$4,422 | \$5,904 | No | \$1,481 | 7 |
| 24 | Massachusetts* | \$4,344 | \$9,450 | No | \$5,106 | 6 |
| 25 | Ohio | \$3,980 | \$4,586 | No | \$606 | 3 |
| 26 | Iowa* | \$3,925 | \$4,232 | No | \$307 | 6.9 |
| 27 | Vermont | \$3,744 | \$4,050 | No | \$306 | 4 |
| 28 | New York* | \$3,707 | \$6,424 | No | \$2,717 | 7 |
| 29 | Nevada | \$3,584 | \$4,764 | No | \$1,181 | 7 |
| 30 | Arizona | \$3,496 | \$4,387 | No | \$891 | 6 |
| 31 | Georgia | \$3,490 | \$8,609 | No | \$5,119 | 8 |
| 32 | Colorado | \$3,445 | \$4,593 | No | \$1,148 | 6 |
| 33 | Texas | \$3,291 | \$4,738 | No | \$1,446 | 2 |
| 34 | Illinois | \$3,210 | \$4,943 | No | \$1,733 | 8 |
| 35 | New Mexico | \$3,161 | \$4,200 | No | \$1,038 | 8 |
| 36 | South Carolina* | \$2,888 | \$5,029 | No | \$2,141 | 6.2 |
| 37 | Missouri* | \$2,682 | \$6,777 | No | \$4,094 | 8 |
| 38 | Florida* | \$2,281 | \$4,597 | No | \$2,316 | 3 |
| 39 | Kansas | \$2,123 | \$4,052 | No | \$1,929 | 7 |
| 40 | Nebraska | \$2,094 | \$4,050 | No | \$1,956 | 6 |
| NA | Hawaii | \$0 | \$4,536 | No | \$4,536 | NA |
| NA | Idaho | \$0 | \$3,856 | No | \$3,856 | NA |
| NA | Indiana | \$0 | \$4,253 | No | \$4,253 | NA |
| NA | Mississippi | \$0 | \$3,978 | No | \$3,978 | NA |
| NA | Montana | \$0 | \$3,543 | No | \$3,543 | NA |
| NA | New Hampshire | \$0 | \$4,457 | No | \$4,457 | NA |
| NA | North Dakota | \$0 | \$3,839 | No | \$3,839 | NA |
| NA | South Dakota | \$0 | \$3,642 | No | \$3,642 | NA |
| NA | Utah | \$0 | \$4,387 | No | \$4,387 | NA |
| NA | Wyoming | \$0 | \$3,877 | No | \$3,877 | NA |
| | D.C. | \$14,938 | \$10,772 | Yes | \$0 | 4.6 |

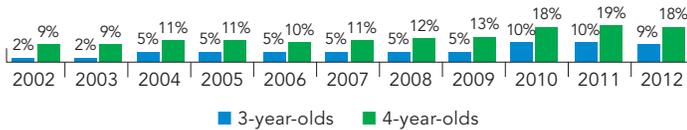
† For each state, a school-day, part-day, or weighted estimate of per-child spending was used, based on the operating schedule of the state pre-K program and the percent of children served in each type of operating schedule. Estimates for no-program states are for part-day programs. State estimates were constructed from a national estimate adjusted for state cost-of-education differences. The national estimate was obtained from Gault, B., Mitchell, A., & Williams, E. (2008). Meaningful investments in pre-K: Estimating the per-child costs of quality programs. Washington, DC: Institute for Women's Policy Research. The state cost index was obtained from Taylor, L. & Fowler, W. (2006). A comparable wage approach to geographic cost adjustment. Washington DC: IES, U.S. Department of Education.

* This state serves preschoolers in both school- and part-day programs and therefore a weighted estimate of per-child spending was calculated.

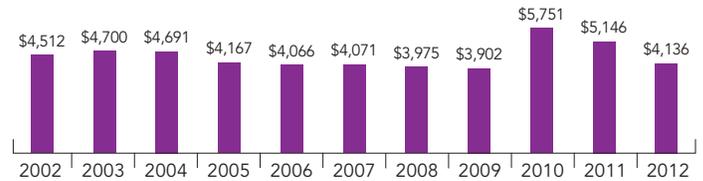
For details about how these figures were calculated, see the Methodology and Roadmap to the State Profile Pages sections.

California

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



In 1965, California introduced the State Preschool Program (SPP) and became one of the first states in the nation to provide state-funded preschool education. It offers services to children who are receiving protective services and those who are at risk for abuse, neglect, or family violence. The Prekindergarten and Family Literacy Program (PKFLP), modeled after SPP, was established in the 2007-2008 school year. The PKFLP offered half- and full-day services with an added literacy component to children from families at or below 70 percent of the state median income (SMI).

The California State Preschool Program Act, enacted in 2008, called for the state’s multiple preschool programs to receive streamlined funding. In July 2009, all part-day and full-day programs in PKFLP, SPP, and the General Child Care programs that served preschool age children were consolidated in the California State Preschool Program (CSPP). The CSPP provides services to 3- and 4-year-olds through local education agencies, private nonprofit agencies, college, and community agencies. To be eligible, families must have an income of 70 percent of the SMI, though this may be waived for children receiving protective services or those who have been referred as at risk of abuse, exploitation, or neglect. The newly streamlined CSPP served students for the first time during the 2009-2010 school year.

School districts, faith-based and private child care centers, Head Start Agencies, and other public agencies are eligible to apply for state funding through a competitive application process. Based on families’ eligibility and service needs, the CSPP provides both full-day and part-day services. Children whose families lose their eligibility for full-day services may remain in the part-day program through the end of the program year. The CSPP works with Head Start and other state-funded and federal care assistance programs to provide comprehensive services to children and their families.

Under the Kindergarten Readiness Act of 2010, the state gradually moved the kindergarten cutoff age from December to September to ensure that all children are 5 years old at the beginning of kindergarten. Transitional Kindergarten was created by the Act and provides a two-year kindergarten to those 4-year-olds no longer age-eligible for the one-year kindergarten beginning in the 2012-2013 school year. Transitional Kindergarten follows the kindergarten regulations regarding funding, class size, standards, and serving English language learners, though locally determined kindergarten curricula must be adjusted to be age and developmentally appropriate. Students enrolled in Transitional Kindergarten are considered to be in the first year of a two-year kindergarten program rather than in pre-K.

The state received a grant under the Race to the Top – Early Learning Challenge (RTT-ELC) that will be used to implement a Quality Rating and Improvement System (QRIS) to support quality improvement efforts in areas of child development and school readiness, teachers and teaching, and program and environment quality. The grant is not specific to the pre-K program but rather is for early learning more generally in the state.

The California Preschool Learning Foundations were developed in 2008 as a set of early learning standards focusing on social-emotional development, language and literacy, mathematics, and English language development. Released in December 2011, Volume 2 focused on visual and performing arts as well as physical development and health. The Desired Result for Children and Families system, aligned with the Preschool Learning Foundations Volume I, is used to record the development of children and to plan curriculum and other developmentally appropriate activities. Preschool foundations in history/social science and science will be included in the third volume in 2013.

| ACCESS RANKINGS | |
|-----------------|-------------|
| 4-YEAR-OLDS | 3-YEAR-OLDS |
| 24 | 6 |

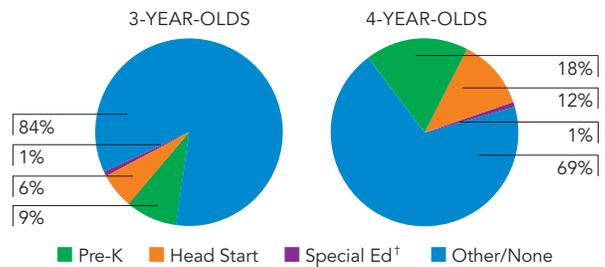
| RESOURCES RANKINGS | |
|--------------------|-----------------------|
| STATE SPENDING | ALL REPORTED SPENDING |
| 16 | 20 |

CALIFORNIA STATE PRESCHOOL PROGRAM

ACCESS

| | |
|---|--|
| Total state program enrollment | 143,996 |
| School districts that offer state program | 97% (counties) |
| Income requirement | 70% SMI ¹ |
| Hours of operation | 3 hours/day (part-day), or 6 hours/day (school-day); 5 days/week ² |
| Operating schedule | Determined locally ² |
| Special education enrollment | 43,919 |
| Federal Head Start enrollment, ages 3 & 4 | 93,210 |
| State-funded Head Start enrollment..... | 0 |

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

| POLICY | STATE PRE-K REQUIREMENT | BENCHMARK | DOES REQUIREMENT MEET BENCHMARK? |
|---|--|---|-------------------------------------|
| Early learning standards | Comprehensive ³ | Comprehensive | <input checked="" type="checkbox"/> |
| Teacher degree | California Child Development Associate Teacher Permit ⁴ | BA | <input type="checkbox"/> |
| Teacher specialized training | Meets CDA requirements ⁴ | Specializing in pre-K | <input checked="" type="checkbox"/> |
| Assistant teacher degree | HSD or equivalent ⁵ | CDA or equivalent | <input type="checkbox"/> |
| Teacher in-service | 105 clock hours/5 years | At least 15 hours/year | <input checked="" type="checkbox"/> |
| Maximum class size | | 20 or lower | <input type="checkbox"/> |
| 3-year-olds | No limit ⁶ | | |
| 4-year-olds | No limit | | |
| Staff-child ratio | | 1:10 or better | <input checked="" type="checkbox"/> |
| 3-year-olds | 1:8 ⁶ | | |
| 4-year-olds | 1:8 | | |
| Screening/referral and support services | Health, developmental; and support services ⁷ | Vision, hearing, health; and at least 1 support service | <input type="checkbox"/> |
| Meals | Depend on length of program day ⁸ | At least 1/day | <input type="checkbox"/> |
| Monitoring | Other monitoring ⁹ | Site visits | <input type="checkbox"/> |

TOTAL BENCHMARKS MET

4

RESOURCES

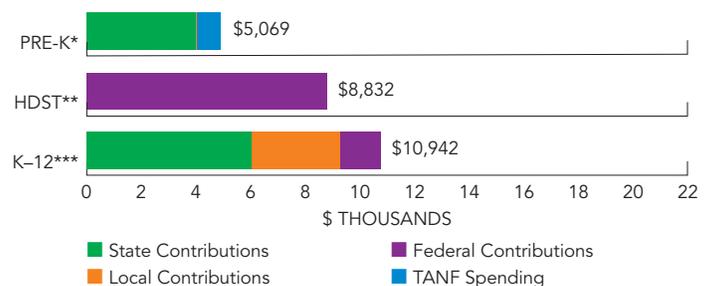
| | |
|--|---------------|
| Total state pre-K spending | \$728,223,316 |
| Local match required? | No |
| State spending per child enrolled | \$4,136 |
| All reported spending per child enrolled*..... | \$5,069 |

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Children receiving protective services, whose families are homeless or receiving CalWORKS cash aid, or who are at risk for abuse, neglect, or exploitation are not subject to the income requirement.

² The part-day program is funded to operate at least 3 hours per day for a minimum of 175 days per year. The school-day program is funded to operate at least 6 hours per day for a minimum of 246 days per year. The majority of programs currently operate approximately 10 hours per day.

³ The Preschool Learning Foundations Volume 2, which includes visual and performing arts, physical development and health, was released in December 2011 and in effect for the 2011-2012 school year. Volume 3 will be released in 2012 and will include history/social science and science.

⁴ The Child Development Associate Teacher permit is the minimum requirement for the lead teacher in the classroom, though California does not use the term "lead teacher" and exceeds the requirement of the CDA. The permit requires 12 units in ECE or child development and 50 days of work experience in an instructional capacity. It may be renewed one time for a five-year period. A CDA credential issued in California meets temporary alternative qualifications for the Associate Teacher permit. A teacher may also have the full Child Development Teacher permit, which requires a minimum of 40 semester units of education including a minimum of 24 units in ECE or child development, and 175 days of work experience, or a Master Teacher permit.

⁵ Assistant teachers in the California State Preschool Program are required to have a High School Diploma or equivalent. The optional Child Development Assistant Teacher Permit requires six credits in ECE or CD.

⁶ Although there is no limit to class size, programs typically enroll 24 children in the class.

⁷ Immunizations and physical and developmental assessments are required by Title 22. If these screenings are not provided by the parents, local programs must address them. Support services include annual parent conferences or home visits, parent education or job training, parenting support or training, parent involvement activities, child health services, referral for social services, and transition to kindergarten activities.

⁸ Licensing laws and regulations require that all part-day programs provide at least a snack. One or two meals and two snacks are required for all programs longer than 6 hours. Contractors must meet the nutritional requirements specified by the federal Child Care Food Program or the National School Lunch Program.

⁹ As of the 2010-2011 school year, California has moved from a regularly scheduled visit policy, to a new monitoring schedule that is determined based upon program information (consultant communication with agency staff, audit information, fiscal information, other concerns), which result in only 'as-needed' site visits.



Santa Monica College Public Policy Institute



2nd Annual Spring Symposium

May 13-16, 2013

Santa Monica College's Public Policy Institute provides nonpartisan community programs exploring key economic, social, and political issues. Led by its founding director, former State Senator Sheila Kuehl, and its associate director, SMC political science professor Richard Tahvidarian-Jeswein, who holds the Chair of Excellence, Philosophy & Social Science, the Institute offers free, informative discussions on the policy issues that affect our daily lives.

For the latest details on SMC Public Policy Institute activities, please visit our website at www.smc.edu/ppi

Santa Monica College proudly offers an Associate of Arts Degree and/or a Certificate of Achievement in Public Policy. Students can choose to specialize in one of five policy areas: Arts and Cultural Affairs, Education, Environment and Sustainability, Public Health, and Urban and Socioeconomic. For more information about the Associates of Arts Degree in Public Policy visit our website at www.smc.edu/ppi

- Free and open to the public
- Plan to arrive early
- Seating is limited and strictly on a first-arrival basis

Public parking is very limited at the College. Please allow extra time when attending events. See www.smc.edu/transportation for parking options and information on free parking and transport from SMC's shuttle lots to the main campus.

SANTA MONICA COLLEGE
1900 Pico Boulevard
Santa Monica, CA 90405

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URBAN YOUTH: FOSTERING SUCCESS THROUGH GRIT

Co-sponsors and event donors: SMC Political Science Association, SMC Foundation, SMC Workforce Development, SMC Associated Students, City of Santa Monica "Cradle to Career Initiative," SMC Associate, SMC Academic Senate, Santa Monica Police Department, Santa Monica-Malibu Unified School District, Santa Monica-Malibu Education Foundation, SBML/SD Parents Teacher Association, The Children's Partnership, First Place for Youth, The Possibility Project, The Broad Theatre, Santa Monica Chamber of Commerce, Santa Monica Bay Area Human Relations Council, Community For Excellent Public Schools, Santa Monica TWCA, Boys and Girls Clubs of Santa Monica, Social Justice Learning Institute, Southern California Foster Family & Adoption Agency, City of Santa Monica, SMC Associates, and our generous private donors.

"STOP REQUESTED" by The Possibility Project

An original musical drama written and performed by a diverse group of teenagers in foster care, highlighting the realities of their lives and what happens when they leave the foster care system.

Monday, May 13 | 7-10 pm | \$50 donation | The Broad Stage, 1310 11th St., Santa Monica
Support The Southern California Foster Family & Adoption Agency & the PPI 50-50

Campus Keynote Address by Paul Tough

Paul Tough challenges the belief that intelligence, endlessly measured by test scores, is the sole indicator of value in our education system. He lays bare how we might be doing wrong. In his New York Times best seller *How Children Succeed*, he ushers in a tidal change in thinking and argues that non-cognitive skills—or, character—are better indicators of success: curiosity, conscientiousness, optimism, self-control, and GRIT.

Tuesday, May 14 | 11:15 am - 12:35 pm | Free | SMC HSS 165

Community Keynote Address by Paul Tough

Keynote speaker, Paul Tough has contributed to *This American Life* and *The New Yorker*, where he honed his focus on education, poverty, parenting, & politics. His talk will focus on his work and our community's commitment to public policies aimed at meeting the needs of youth in Los Angeles. He challenges what we think we know about childhood & success in ways that every parent, teacher, & policy-maker should hear.

Tuesday, May 14 | 7-9 pm | Free | IAMS Auditorium, 2425 16th St., Santa Monica

Film Night with John Singleton

The award winning filmmaker's *Boyz n the Hood* (1991) will anchor a round table retrospective on urban youth & violence led by the director himself.

Wednesday, May 15 | screenings 4:30 & 8:00 pm; Singleton LIVE 6:30 pm | Free | Laemmle's Monica 4-Plex, 1332 2nd St., Santa Monica

Campus Roundtable: Hearing, Reflecting & Advocating – Municipalities and Youth Services

Don't miss this thought provoking discussion with community leaders from the Santa Monica Bay Area Human Relations Council, the City of Santa Monica, local non-profits, & young people in our community. The goal is to identify and discuss the needs of our youth and possible public policy responses.

Thursday, May 16 | 11:15 am - 12:35 pm | Free | SMC HSS 165

Community Forum: Foster Youth – Lost or Found?

A stellar panel will present the ways in which policy affects the lives of foster youth—for better or for worse. The one-hour panel will be followed by a robust, one-hour audience discussion. SMC Public Policy Institute's Director, Sheila Kuehl will moderate this event.

Thursday, May 16 | 7-9 pm | Free | SMC Bundy Campus, Rm. 123, 3171 S. Bundy Dr., Los Angeles | Reservations required. Send email to: ppisvp@smc.edu with the number of guests attending.

