



Policy Roundtable for Child Care
Wednesday, February 9, 2011
10:00 a.m. – Noon
Conference Room 743
Hahn Hall of Administration
500 West Temple Street, Los Angeles



Proposed Meeting Agenda

- | | | | | |
|-------|----|--|--------------------|------------------------------------|
| 10:00 | 1. | Welcome and Introductions | | Terri Chew Nishimura
Chair |
| | | a. Comments from the Chair | | |
| | | b. Review of Minutes from January 12, 2011 | Action Item | |
| 10:15 | 2. | Progress on Updating the Child Care Policy Framework | Action Item | Jacquelyn McCroskey |
| | | • Discussion | | |
| 10:50 | 3. | Policy Framework Objective: Identify opportunities for Los Angeles County to promote collaboration among service providers and advocates on behalf of needed legislative or regulatory changes | | |
| | | • Budget Issues | Action Item | Michele Sartell |
| 11:20 | 4. | Update on Educare Planning | | Terry Ogawa &
Community Members |
| 11:50 | 5. | Announcements and Public Comment | | Members & Guests |
| 12:00 | 6. | Call to Adjourn | | |

Mission Statement

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

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Policy Roundtable for Child Care

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MEETING MINUTES

January 12, 2011
10:00 a.m. – 12:00 p.m.
Conference Room 743
Kenneth Hahn Hall of Administration
500 West Temple Street
Los Angeles, California

1. WELCOME AND INTRODUCTIONS

a. Comments from the Chair

Ms. Terri Chew Nishimura, Chair of the Policy Roundtable for Child Care (Roundtable), opened the meeting at 10:10 a.m. Members and guests introduced themselves.

Ms. Nishimura welcomed Ms. Dora Jacildo as the newest member of the Roundtable, replacing Mr. Matt Rezvani as Supervisor Knabe's appointee. Ms. Jacildo is the Executive Director of Children Today, a child development program for homeless families and families in transition located in Long Beach. Ms. Jacildo thanked Ms. Nishimura for the introduction and added that Children Today has adopted an early care and education/mental health approach in their work with families. Their centers are accredited by the National Association for the Education of Young Children and serve as Los Angeles Universal Preschool (LAUP) sites. Ms. Jacildo is particularly interested in the Policy Framework plan to address the needs of homeless families.

b. Review of Meeting Minutes

- October 13, 2010
- November 12, 2010
- December 8, 2010

Dr. McCroskey moved to accept the three months of minutes as written; Mr. Duane Dennis seconded the motion. The motion was passed unanimously.

2. PROGRESS ON UPDATING THE CHILD CARE POLICY FRAMEWORK

Dr. Jacquelyn McCroskey briefly reviewed for members and guests the history of the development of the Policy Framework and next steps. The Policy Framework was first submitted to the Board of Supervisors in 2009 and is to be updated every three years based on lessons learned. Dr. McCroskey commented that lots of progress has been made by various County departments despite the ongoing faltering economy. Ultimately, the Policy Framework

is raising awareness within the County to the importance of child development services to child well-being and the strengthening of families.

Looking at the draft Policy Framework for 2011-13, Dr. McCroskey referred to the five policy goals that reflect lessons learned and success stories to date in addition to strategies and partners for the coming years. The next step is preparing the document in final for presentation to the Board of Supervisors in later February/early March. As such, meetings have been scheduled with high level County department representatives and efforts are underway to schedule meetings with other potential partners. Dr. McCroskey stated that the Policy Framework was designed to help create alignments within the County. She noted that Goal Five is specifically crafted to integrate the Strengthening Families Approach into County department goals. She acknowledged Ms. Chrissie Castro, representing the Center for the Study of Social Policy (CSSP), in attendance at today's meeting. CSSP is on board to help with the integration.

Ms. Malaske-Samu added that the Policy Framework will be presented to the Board Deputies at a Children and Families Well-being Cluster on February 9, 2011 in preparation for submitting it to the Board. Both Ms. Castro and Ms. Judy Langford, also representing CSSP, will participate in the presentation. The benefit of partnering with CSSP is bringing the experiences of other counties to help Los Angeles County fully integrate the Strengthening Families Approach. Ms. Sylvia Drew Ivie, representing Supervisor Mark Ridley-Thomas, suggested weaving in connections with other County initiatives, such as the Prevention Initiative Demonstration Project. Ms. Malaske-Samu responded that Goal 5 is the forum for discussing other initiatives and making those connections. Ms. Drew Ivie added that the presentation could be strengthened by noting the budget cuts and how the Policy Framework will support meeting the needs of high risk communities during tough economic times. Ms. Malaske-Samu added that allied organizations are expected to step up on what they can contribute, which will be added to the strategies based on the meeting outcomes. Mr. Dennis offered to help with obtaining the commitment of First 5 LA; Ms. Malaske-Samu asked if he could also help with obtaining a commitment from the Child Care Alliance of Los Angeles.

Mr. Whit Hayslip offered a caution in using "umbrella" terms, e.g. Strengthening Families Approach when many groups may share the larger vision while talking about it in different ways. He encouraged an openness and sensitivity to the core of different disciplines.

Lastly, Dr. McCroskey asked Ms. Drew Ivie how to position the Policy Framework for the Board of Supervisors. She responded that the ask needs to be clear. Is it for money, a multi-department task force? Dr. McCroskey answered that some of Illinois' implementation strategies could work in Los Angeles. Ms. Drew Ivie emphasized the need to sell the Policy Framework vis-a-vis budget issues and other priorities. If the proposed State Budget is passed, the money that was available will no longer be available. She asked, "What do we have to rely on to support children?" She added that the Policy Framework will need to show how the investment is cost-effective. Ms. Charlotte Lee commented that the Policy Framework strategies should demonstrate the extent to which County departments can weave the work into their existing programs and strengthen their existing resources at no additional cost.

The discussion will continue at the February meeting. In the meantime, members were encouraged to forward their comments to Dr. McCroskey.

3. POLICY FRAMEWORK OBJECTIVE

Identify opportunities for Los Angeles County to promote collaboration among service providers and advocates on behalf of needed legislative or regulatory changes.

a. Governor's Budget and Proposed Legislation

Mr. Adam Sonenshein launched into the presentation of two bills introduced to restore funding for CalWORKs Stage 3 Child Care: AB 1 (Pérez) and SB 12 (Corbett). In summary, **AB 1 (Pérez)** would reappropriate \$118 million in unobligated balances appropriated in the Budget Act of 2009 and from the federal Child Care and Development Block Grant (CCDBG) and would also appropriate \$115.5 million from the General Fund to the California State Department of Education (CDE) for CalWORKs Stage 3 Child Care services. Funding would cover Stage 3 child development services retroactive to October 31, 2010. **SB 12 (Corbett)** would appropriate \$250 million from the General Funds to the State School Fund for the restoration of CalWORKs Stage 3 Child Care. Both bills were introduced on December 6, 2010.

Mr. Sonenshein relayed that efforts are underway to move AB 1 to restore CalWORKs Stage 3 through the legislature expeditiously. The bill has been ordered to a third reading on the Assembly Floor and is likely to go to Appropriations, then return to the Assembly Floor before it reaches the Senate if and upon approval of the full Assembly.

Mr. Sonenshein made a motion proposing that the Roundtable recommend the Board of Supervisors pursue a position of support on AB 1. Ms. Bobbie Edwards seconded the motion. The motion passed unanimously.

Mr. Dennis, referring to the discussion at the December meeting, asked about the use of spaces at Los Angeles Unified School District (LAUSD) for families eligible for CalWORKs Stage 3 Child Care. Mr. Hayslip answered that he will know more when enrollment counts are submitted at the end of the month. He stated that information about spaces available was sent to the Stage 3 contractors. Because LAUSD was closed the last week of December, LAUSD sites were instructed to provide CalWORKs Stage 3 families priority through the first couple of weeks in January.

Mr. Dennis added that the larger issue has been locating services for school age children. LAUSD has received lots of calls about school age children and non-toilet trained two year olds. The good news, as reported by Mr. Dennis, is that the checks for bridge funding are being issued today.

Next, Mr. Sonenshein reported that Governor Jerry Brown released his proposed State Budget for 2011-12 on Monday, January 10, 2011. He referred members and guests to their meeting packets for the copy of the *Executive Summary – Governor's FY 2011-12 Proposed Budget: Child Care and Development Services* prepared for the Roundtable. The proposed budget addresses the remainder of the current fiscal year through the end of budget year. To address the projected \$24.5 billion budget deficit over the next 18 months, the Governor has proposed approximately 50 percent in cuts and 50 percent in revenues. The budget is more balanced than previous years, but still contains deep cuts. The *Executive Summary* outlines the major cuts to child care and development.

Mr. Sonenshein noted additional budget proposals to consider when discussing the implications of the budget on child care and development services that are not reflected in the *Executive*

Summary. He reported that eligibility for CalWORKs cash aid would drop from 60 months to 48 months and monthly grant amounts would be reduced as well. He predicts that the reduced timeframe is likely to impact families moving from Stage 1 to Stage 2 Child Care. In addition, the Governor is proposing increases in premiums and the elimination of vision services for children enrolled in Healthy Families. Dramatic cuts are proposed to secondary education – community colleges, the California State University system and the University of California system. And the Governor proposed to eliminate funding for the redevelopment agencies. A major part of the Governor's proposal is realigning certain programs currently managed at the state level to the county levels, including public safety and child welfare. Certain tax increases – sales, income and vehicle license taxes – imposed in 2009 are set to expire. Governor Brown is proposing to ask voters to approve extending the current tax rates for an additional five years. The extension of the higher taxes is assumed into the proposed budget. If the extension does not materialize, the Governor will need to double the spending cuts. Kindergarten through 12th grade did not receive reductions, incumbent on the tax measures passing in June. Mr. Hayslip stated that LAUSD plans to develop two budgets, which is tricky since the budgets will depend on the outcome of the ballot measures in June. The risk is dangerous given that voter decisions will be made at the end of the fiscal year with major implications for K-12 education as well as health and social services.

Members and guests offered the following comments on the proposed budget items for child care and development services:

- Fee collection will be a nightmare for providers. Families are more likely to reimburse the Alternative Payment (AP) Program agency than the child care provider. Children are caught in middle; if the parent does not pay the fee, the child is terminated from the program.
- There were many questions regarding the realignment of some child care and development services, as well as the item calling for the reduction of subsidies in the aggregate by 34.6 percent without reducing the number of children served. Will family fees be increased? If the subsidy is reduced, will parents be expected to pay more? There is no mention of adjusting contracts. One interpretation suggests that counties would have a dollar amount for which they will make subsidy services based on community needs. If this is the case, who at the County level would administer the funds? Mr. Hayslip relayed that discussions are also around whether and how state organizations may be restructured. LAUSD's concern relates to their bargaining agreements and the requirements for notifying staff of layoffs.
- With respect to funding for CalWORKs Stage 3 Child Care, clarification is needed on the effective date of April 1, 2011.
- There was interest expressed in how the American Recovery and Reinvestment Act (ARRA) funds were used in California. According to Mr. Hayslip, ARRA funds were used to backfill the loss of State funds.
- Budget detail allows the legislature to use 50 percent of First 5 funding to serve young children based on needs.

- The funding allocated to the Early Learning Advisory Committee would allow for the implementation of a pilot quality rating and improvement system and the ongoing development of the quality rating system.
- The budget did not mention reductions to Community Care Licensing. It was noted that centers ready to be licensed are in the pipeline. Public Counsel reported at the Los Angeles Preschool Advocacy Initiative meeting that licensing is only addressing complaints and those with connections to legislators. Dr. McCroskey suggested using the Board of Supervisors to send a message to the State that the ability to use funding to expand capacity is impaired because programs cannot schedule licensing visits.

b. Roundtable hosted by Senator Liu

On January 20, 2010, Senator Liu will be hosting her first Early Learning and Child Care Roundtable at The California Endowment. The Senator's Roundtable will be comprised of key child care stakeholders to discuss the impact of the budget cuts to child development services and to discuss a vision for the future of California's early learning system. Senator Liu is seeking a "unified approach in order to develop sound options for continued support of working poor families within existing and foreseeable budget constraints". Ms. Malaske-Samu and Ms. Michele Sartell will be representing the Office of Child Care on behalf of the Roundtable and the Child Care Planning Committee.

c. Congressional Action

Mr. Sonenshein reported that shortly before the winter break, the House and the Senate passed a Continuing Resolution (CR), which is in effect until March 4, 2011. The CR holds government spending at 2010 levels; it does not include the expanded levels of funding for Early Head Start, Head Start and the Child Care and Development Block Grant (CCDBG) that resulted from the economic recovery package. Consequently, nearly 3,000 children of income-eligible families in Los Angeles County are at risk of losing access to these valuable services.

The omnibus funding bill proposed by the Senate would have included a \$681 billion increase in funding for the CCDBG and an \$840 million increase for Head Start, maintaining current levels of funding resulting from the ARRA augmentations. The Senate bill also added \$300 million to establish the Early Learning Challenge Fund designed to encourage states to develop high quality early care and education systems. Unfortunately, the legislators were unable to move the bill out of the Senate. The legislators will continue discussions on the federal funding bill before the March deadline, however the new composition of Congress is likely to diminish the hope of new funding. In fact, there are reports that the Republican-controlled House will propose cuts in discretionary spending and oppose increases in funding for mandatory programs.

Mr. Hayslip commented that LAUSD invested tremendous staff resources to the start of the Head Start programs. If increased funding does not come through, LAUSD will need to look at how to redistribute their classrooms and make decisions about how they serve children. He added that the Los Angeles County Office of Education (LACOE) will need to become involved and competition and reallocation will take on whole new energy. Ms. Nishimura added that early intervention referrals are up at her organization, so Pediatric Therapy Network may realign accordingly at the risk of staff layoffs.

4. Educare Planning

Ms. Terry Ogawa reported that Educare planning is in the formative stage. She asked to have Educare on the February agenda so that she may solicit the thoughts of the Roundtable members. She mentioned that there are good and cogent concerns and opportunities for having an Educare in Los Angeles. Mr. Hayslip added that he is confident there will be an Educare in Los Angeles given the levels of support at the state and community level. The plan is due to the foundations in March. Ms. Malaske-Samu added that briefings with the First and Fifth Supervisorial Districts are scheduled.

5. ANNOUNCEMENTS AND PUBLIC COMMENT

- Ms. Sartell referred members and guests to their packets for the flyer calling for center directors and site supervisors to participate in an on-line survey on their programs' use of developmental screening tools. Ms. Sartell asked those present to encourage their networks of centers to respond to the survey.
- Dr. McCroskey reported that the evaluation of the second year of the County's Prevention Initiative Demonstration Program shows a very positive pattern of results. The evaluation, funded by the Casey Family Programs, will be posted on their Web site at www.casey.org/Resources/Publications.
- Ms. Malaske-Samu noted that the Roundtable is in a position to make a significant contribution impact services for children and families.
- Mr. Dennis stated his interest in learning about the County's position on the Governor's budget. Are there alignment issues? What can the Roundtable do to push the County's response to the Governor's budget proposal?
- Mr. Hayslip expressed his gratitude for the inclusion of transition kindergarten in the Policy Framework. There is positive interest across the state in what LAUSD is doing.
- Ms. Malaske-Samu referred members and guests to their meeting packets for a couple of articles – one on an LAUSD site that has a working garden. Mr. Hayslip added that the journalist, Carla Rivera, is a strong supporter of early childhood. She is intrigued with the fact that the enrollment in the current transition kindergarten program, which is voluntary at this time, is composed of 60 percent boys and 40 percent girls.
- Ms. Kate Sachnoff referred members and guests to First 5 LA's Web site, www.first5la.org, for information on the proposed budget changes to Proposition 10.
- Ms. Jacildo commented that it is important to consider the needs of families with children experiencing homelessness. In the past, not much attention has been paid to this population, which is well-hidden. Transition between preschool and kindergarten is important as it is challenging; similarly the transition from homelessness to becoming a member of housed society offers certain challenges. With this population of children, she cautioned extreme care given the trauma that children experience to ensure their connections to high quality early care and education programs.

- Ms. Drew Ivie announced the 19th Annual Empowerment Conference scheduled for Saturday, January 15, 2011 at 10 a.m. Ms. Kamala Harris is the keynote speaker; workshops will address foster care, teen moms and dads, and more.
- Next week, the Steps to Excellence Project (STEP) will conduct four trainings to LAUSD principals of 66 sites that are in the in pipeline to receive their STEP rating.

6. CALL TO ADJOURN

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

Commissioners Present:

Mr. Duane Dennis
Ms. Bobbie Edwards
Ms. Ann Franzen
Ms. Michael Gray
Mr. Whit Hayslip
Ms. Dora Jacildo
Ms. Charlotte Lee
Ms. Kathy Malaske-Samu
Dr. Jacquelyn McCroskey
Ms. Terri Chew Nishimura
Ms. Connie Russell
Mr. Adam Sonenshein
Ms. Esther Torrez
Ms. Mika Yamamoto
Ms. Ruth Yoon

Guests:

Ms. Chrissie Castro, Center for the Study of Social Policy
Ms. Leticia Colchado, Department of Public Social Services, Child Care Program
Ms. Sylvia Drew Ivie, Second Supervisorial District
Ms. Terry Ogawa, Educare Consultant
Ms. Kate Sachnoff, First 5 LA

Staff:

Ms. Mariela Balam
Ms. Michele Sartell

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REALIGNMENT PROPOSAL - FUNDING

Proposal to Fund Phase One of Realignment

The Realignment Proposal would designate \$5.9 billion in FY 2011-12 to initiate the shift of program responsibilities from the State to counties for various programs, including: local public safety programs, transfer of lower-level offenders, adult parole, juvenile justice, fire, emergency services, court security, child welfare services, foster care, adult protective services, and certain mental health services.

The Governor proposes to fund the \$5.9 billion in realigned programs by extending the 1.0 percent sales tax rate increase (\$4.5 billion) and the 0.5 percent VLF rate increase (\$1.4 billion) for five years, subject to voter approval at a June 2011 Special Election.

Estimated County Impact

Based on limited information available at this time, **if the Realignment Proposal is enacted, the County would assume an estimated \$1.41 billion in additional program and financial responsibilities starting in FY 2011-12, which is projected to increase to an estimated \$1.87 billion by FY 2014-15 when the first phase is fully implemented.**

County Risk Assessment (Issues/Concerns)

- Proposed funding appears to be significantly lower than the cost of realigned programs in most program areas.
- Proposed revenues would not match the caseload and/or program growth of the realigned programs and the proposal does not account or provide for cost of living adjustments or provide a means to adjust revenues to accommodate shortfalls.
- The Governor's proposal for \$5.9 billion in tax extensions requires voter approval.
- Proposed revenues (sales tax and VLF) would be in effect for five years only. What would happen in year 6 and beyond?
- The Governor's revenue projections assume an aggressive annual growth rate of 5.59 percent for sales tax and 5.54 percent VLF between FY 2011-12 and FY 2014-15.
- Historically, economic downturns drive down sales tax and VLF revenues, while caseloads for county programs increase exponentially, placing greater cost pressures on counties.

Potential County Risk Mitigation Recommendations

- **Constitutionally Guaranteed Revenue Stream.** The Realignment Proposal must include a constitutional guarantee to provide counties with a permanent, dedicated and stable revenue source to support program realignment for as long as counties retain these new program responsibilities. These revenues must be guaranteed beyond five year period currently being proposed. This dedicated revenue should be either property tax, sales tax, vehicle license fees or some combination of the three.
- **Revenue Adequacy.** Any final Realignment package must include trigger language that would allow for realigned programs to be suspended, curtailed, or eliminated if there are shortfalls in the temporary new taxes or the constitutionally guaranteed backfill. One of the biggest problems in Realignment is the potential for an imbalance between program costs

and revenues. Since counties have far almost no independent revenue-raising authority, the Realignment package should provide counties with the necessary protections to address potential underfunding of realigned programs, and base line funding to help address future revenue shortfalls.

- **State Program Participation.** The State should retain responsibility and a share of cost for all realigned programs, which are federally funded and regulated, in order to ensure statewide uniformity. The State's continued financial participation is vital to ensure that California will receive the maximum amount of Federal funds to which it is entitled.
- **Needs based allocation of revenue among counties.** State use of a single population-based block grant allotment of all realignment revenue to individual counties would address the needs under realignment for the County. Such an allocation methodology is likely to result in an extremely inequitable allocation of revenue because each county's relative needs and additional costs for realigned programs will vary significantly from its share of the total state population. The allocation methodology, instead, should take into account: The extent to which counties will have flexibility and control over each realigned program, especially over costs and caseloads; and each county's relative needs and additional costs for realigned programs. Allocating all realignment revenue to individual counties through a single block grant allotment, based on population, erroneously assumes that each county's relative need for funding of realigned programs will match their percentage share of the total state population and that counties will have considerable flexibility and control over the use of funds.

return billions in property tax revenues to schools, cities, and counties to help sustain core functions including law enforcement, fire protection, and education. Below is a summary of the proposal:

- Amend the Constitution to provide for 55.0 percent voter approval for limited tax increases and bonding against local revenues for development projects such as are currently done by RDAs.
- After FY 2011-12, the money available after payment of RDA debt would be distributed to schools, counties, cities, and non-enterprise special districts for general uses. These distributions will generally reflect the distribution of property tax in each county under existing law.

Pursuit of County Position On State Budget Items

Consistent with your Board motion of December 14, 2010, County staff will pursue partnership with the Governor and the Legislature on State funding reductions to Los Angeles County and will indicate the County's willingness to assume a fair share of budget reductions, if fashioned with reasonable solutions to address the State's fiscal crisis.

The County is committed to working with the Governor and the Legislature in developing legislative solutions for the restructuring of the State-County relationship, which would allow for any program realignment or restructuring to be shifted with appropriate local control, administrative flexibility, and a dedicated, long-term, stable source of revenue to fund the additional responsibilities undertaken by the County.

We will continue to keep you advised.

WTF:RA
MR:IGEA:sb

c: All Department Heads
Legislative Strategist
Local 721
Coalition of County Unions
California Contract Cities Association
Independent Cities Association
League of California Cities
City Managers Associations
Buddy Program Participants

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County of Los Angeles
CHIEF EXECUTIVE OFFICE

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WILLIAM T FUJIOKA
Chief Executive Officer

Board of Supervisors
GLORIA MOLINA
First District

MARK RIDLEY-THOMAS
Second District

ZEV YAROSLAVSKY
Third District

DON KNABE
Fourth District

MICHAEL D. ANTONOVICH
Fifth District

February 7, 2011

To: Mayor Michael D. Antonovich
Supervisor Gloria Molina
Supervisor Mark Ridley-Thomas
Supervisor Zev Yaroslavsky
Supervisor Don Knabe

From: William T Fujioka
Chief Executive Officer

SACRAMENTO UPDATE

This memorandum contains a pursuit of County-sponsored legislation to secure funding for hospital in-patient services provided for detained juveniles; two pursuits of County position relating to legislation to appropriate funding for CalWORKs Stage 3 Child Care services and open dependency court hearings; and an update on County-sponsored legislation that would require the State to reimburse counties for elections called by the Governor to fill State and Federal legislative vacancies.

Pursuit of County-Sponsored Legislation

Consistent with existing Board policies to support legislation to reduce the number of uninsured persons including juveniles within county probation systems, and to support proposals that seek to maximize County reimbursement for services, we will pursue County-sponsored legislation to secure funding for detained juveniles who are admitted to a hospital for treatment and away from a county detention facility for more than 24 hours.

Under Federal law, minors who are held in a State or local juvenile detention facility are ineligible to receive Medi-Cal benefits. Detained minors have access to health care while in juvenile detention facilities; however, the services available are limited in scope. In some cases, detained minors may need medical care at a hospital outside of the detention facility. Currently, there is no funding mechanism to provide reimbursement for these services; therefore, the County incurs the cost of hospital in-patient care for detained juveniles.

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This proposal would seek legislation to secure funding for detained minors who are admitted to a hospital for treatment and are away from a detention facility for more than 24 hours. The Department of Health Services indicates that the medical treatment minors receive in the hospital is vital for their health, as well as for the health of the other detainees and probation staff, and that this proposal would provide funding for critical health care services for detained minors.

Therefore, consistent with existing Board policies to support legislation to reduce the number of uninsured persons including juveniles within county probation systems, and to support proposals that seek to maximize County reimbursement for services, **the Sacramento advocates will pursue County-sponsored legislation to secure funding for hospital in-patient services provided for detained juveniles.**

Pursuit of County Position on Legislation

AB 1 (J. Pérez), as amended on January 14, 2011, would appropriate \$60.0 million for CalWORKs Stage 3 Child Care services. The bill would also require that funds be directed to families that were receiving, or would have been eligible to receive, CalWORKs Stage 3 Child Care services, before or after October 31, 2010 and through March 31, 2011. The bill contains an urgency clause and would be effective immediately upon the Governor's signature.

In October 2010, Governor Schwarzenegger vetoed \$256.0 million in funding for the CalWORKs Stage 3 Child Care Program from the FY 2010-11 State Budget. CalWORKs recipients participating in welfare-to-work activities that lead to employment and self-sufficiency are eligible for child care for their children. Stage 3 Child Care provides assistance to former CalWORKs families who are working but are otherwise eligible for child care. These parents rely on Stage 3 Child Care in order to continue working and to provide a safe environment for their children. Assembly Speaker Pérez has indicated that he intends to seek a full restoration of Stage 3 Child Care funding.

According to the Child Care Alliance of Los Angeles, 17,200 children ages birth through 12 years of age in the County were due to lose their child care services as of November 1, 2010, resulting from the elimination of funding for Stage 3 Child Care. Additionally an estimated 6,000 providers, largely licensed centers and family child care homes serving these families, were also at risk of reducing or closing their operations and 13 organizations that administer these funds would potentially experience approximately 400 layoffs. AB 1 would provide partial restoration of funding that was vetoed by the Governor and allow working families to retain needed child care services.

Each Supervisor
February 7, 2011
Page 3

The Chief Executive Office supports AB 1. Therefore, consistent with existing Board policy to support efforts to ensure that vulnerable children and their families have access to consistent, uninterrupted subsidized high quality early care and education services, the **Sacramento advocates will support AB 1 and similar legislation that would appropriate funds for CalWORKS Stage 3 Child Care services.**

There is no registered support or opposition on file. This measure has not yet been scheduled for a hearing.

AB 73 (Feuer), as introduced on December 21, 2010, expresses the intent of the Legislature to enact legislation to open juvenile dependency court hearings to the public unless the court finds that admitting the public would not be in a child's best interest. AB 73 was developed by the Assembly Judiciary Committee, which is chaired by Assembly Member Mike Feuer.

In the November 2, 2010 Sacramento Update, we advised your Board that the Sacramento advocates would pursue County-sponsored legislation to establish a three-year pilot project to allow members of the public to be admitted to juvenile dependency court hearings. The pilot project would allow hearings to be closed if the court determines it is in the best interest of the child who is before the court as a witness or party, and would also require that a report be submitted at the conclusion of the pilot project to the Judicial Council and the California Department of Social Services evaluating the impact of open court hearings.

As introduced, AB 73 simply cites legislative intent and must be amended to address specifics for open dependency court hearings. **The Sacramento advocates are working with the author's office and Assembly Judiciary Committee staff on bill language drafted by County Counsel. Therefore, consistent with existing Board policy to pursue legislation to open juvenile court dependency hearings to the public, the Sacramento advocates will support AB 73.**

There is no recorded support or opposition to AB 73 at this time. The measure has not yet been scheduled for a hearing.

Status of County-Sponsored Legislation

SB 141 (Price), as introduced on January 31, 2011, would require the State to reimburse counties for elections to fill State and Federal legislative vacancies. This proposal would add provisions requiring that all expenses incurred to conduct elections called by the Governor to fill a vacancy in the office of State Senator, Member of the Assembly, United States Senator or Representative in Congress be paid by the State.

Each Supervisor
February 7, 2011
Page 4

The bill also states that when an election proclaimed by the Governor is consolidated with a local election, the State would pay only for those expenses directly related to the elections proclaimed by the Governor.

SB 141 is currently in the Senate Rules Committee awaiting assignment to a Policy Committee. There is no support or opposition currently on file.

We will continue to keep you advised.

WTF:RA
MR:OR:IGEA:lm

c: All Department Heads
Legislative Strategist
Local 721
Coalition of County Unions
California Contract Cities Association
Independent Cities Association
League of California Cities
City Managers Associations
Buddy Program Participants

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PROPOSED REQUEST FOR PURSUIT OF POSITION ON STATE BUDGET ITEMS
Prepared for the Policy Roundtable for Child Care and Child Care Planning Committee
February 4, 2011

The Policy Roundtable for Child Care (Roundtable) is recommending that the Board of Supervisors adopt positions on the following proposed budget items for 2011-12 relating to child care and development services:

1. Recommend Position: Oppose the 34.6 percent cut to state subsidies for child care and development services

Summary

Subsidized child care and development services allow poor working families to seek and maintain employment. In addition, these programs partner with parents in promoting their children's healthy growth and development that prepares them for school and life success.

- Proposal: Would reduce child care subsidies by 34.6 percent to all California Department of Education/Child Development Division (CDE/CDD)-contracted programs for a savings of \$577 million.
- Exemption: Part-day State Preschool and CalWORKs Stage 1 Child Care contractors would be exempt from the across-the-board cuts.
- Assumption: Programs will continue to serve the same number of children and parents at lower reimbursement rates, making up the loss by charging parents the difference between the amount currently charged and the reduced state subsidy; local programs would have discretion to determine how to apply the 34.6 percent cut across families.
- Current Fees: Families are assessed fees if their monthly income is at or above 40 percent of the State Median Income (SMI); fees are based on monthly income per family size. Fees for full-day services may range from \$2 per day (for a family of three with a monthly income of \$1,950) to \$19.20 per day (for a family of three with a monthly income of \$3,628) and are capped at 10 percent of family income. The family fee income eligibility ceiling is currently at 75 percent of the State Median Income (SMI).
- Trailer Bill Language (TBL) for Education: Released on January 31, 2011,
 - Gives the County Offices of Education (COE) certain decision making responsibilities that will determine how families access subsidized child care and development services and the fees they pay. (See Recommendation 4 for the discussion on the option for COEs to establish centralized waiting lists.) Per the TBL, each COE may develop sliding scales of subsidies based on a number of family factors, yet retain the number of children and families programs currently serve. In determining the revised subsidy policies, lowest income families are to receive priority for services.
 - Requires families to pay up to the remainder of the direct service providers' allowable charges as a copayment directly to the provider. "The remainder shall be equal to the family fees specified in the department's fee schedule, as appropriate, and the difference between the allowable subsidy determined by the COE compared to the appropriate standard reimbursement rate for direct service contractors or the appropriate regional

market rate based reimbursement amount for voucher based care.” Co-payments may exceed 10 percent of family income.

- COEs may consult with their respective county welfare director and local planning council. COEs establishing subsidy policies are to submit their implementation plans for approval by the California Department of Social Services (CDSS), in consultation with the CDE. CDSS to be reimbursed for costs associated with review and approval of plans with quality improvement funds.
- Family Fee Exemption: Families with children at risk for abuse, neglect or exploitation as determined by a legal, medical, social service agency or emergency shelter and families under the supervision of Child Protective Services (CPS) for up to 12 months as determined necessary by the children’s services worker may be exempt from paying fees.
- Concern: Across-the-board cuts would be compounded by the proposed reduction in the SMI (see Recommendation 2 for the discussion on the proposal to lower the income eligibility ceiling) in that programs would be required to charge more to families with already limited resources to meet basic needs. In fact, families more likely to handle modest increases in fees are those with incomes between 60 and 75 percent of SMI, however ineligible for services under the Governor’s proposal.
- Preliminary Analyses: Local CDE/CDD-contracted child care and development centers and the California Child Development Administrators’ Association (CCDAA) suggest that reducing reimbursement rates while continuing to provide quality services to the same number of children of low-income working families **is not economically feasible**. Programs are already stretched to meet their operational costs, often relying on whatever support they drum up through fundraising efforts and foundation grants. Given the limited resources, few programs achieve the highest levels of quality defined by higher staff to child ratios, fair compensation and benefit packages based on staff qualifications and education, learning environments designed to promote children’s optimal development, and practices that fully engage families as partners and facilitate their connections, as needed, to community resources.
 - In Los Angeles County, the CDE/CDD contracts with 150 school districts and public agencies or private and nonprofit organizations to provide center-based subsidized child care and development services to 49,861 infants and toddlers (birth to three years old), preschoolers (three to five years old), and school age children (five to 12 years old) of income eligible families, inclusive of the California State Preschool Program, which is provided as a full- or part-day program. Additionally, 23 organizations sponsor Family Child Care Home Education Networks, reaching more children from birth to 12 years old and their families with state subsidized child care and development services.
 - In addition, the CDE/CDD contracts with 13 agencies and the Department of Children and Family Services (DCFS) to administer Alternative Payment (AP) Program funds in Los Angeles County. The AP Program subsidizes child care and development services to an estimated 7,195 children of 4,797 families in Los Angeles County (December 2010). DCFS, with AP Program funds, provided child care services to around 1,934 children of 1,191 families with open cases in January 2011. The AP Program subsidizes child care provided in private child development centers, family child care homes and care provided by family, friend or neighbor.

- This proposal would severely impact access to and the quality of child care and development programs available to low-income working families. A recently published policy brief by the Legislative Analyst's Office (LAO), *The 2011-12 Budget: Child Care and Development* (January 24, 2011) accurately reflects the concerns of local programs, stating: "...many low-income families likely will be unable to make up for the drop in the state subsidy and will struggle to find affordable care....that many providers will be unable to notably lower their rates. As a result, some providers likely would end up closing, with other providers able only to serve families that are financially better off and could afford large co-pays."
- Infants and toddler services, already woefully underfunded, would be most at risk of extinction if this proposal is adopted.

Proposed Action: The Joint Committee on Legislation suggests recommending an oppose position to the across-the-board reduction to subsidized child care and development programs while expecting them to serve the same number of children. Alternatively, the Joint Committee would support shrinking contract amounts and reducing the number of children served consistent with the reduced contract, however remain opposed to lowering the reimbursement rates. This position is consistent with County policy to "support efforts to adequately fund high quality early care and education services for all children from low and moderate income families."

2. Recommend Position: Balance lowering the income eligibility ceiling from 75 percent to 60 percent of the State Median Income (SMI) (or lower) with other reductions to child care and development services

Summary

- Proposal: Reduce the eligibility ceiling from 75 percent to 60 percent of the SMI for subsidized child care and development services. Estimates a savings of \$90 million.
- Exemption: Part-day State Preschool would be exempt from the reduction.
- Alternative Proposals: The LAO has offered alternative proposals for the income eligibility ceiling as follows: "For example, if the cutoff were set at 65 percent of SMI, approximately 9,500 instead of 16,000 slots would be lost and about \$60 million instead of \$90 million would be generated in savings...By comparison, setting the maximum income ceiling even lower, at 50 percent of SMI, would eliminate 40,000 slots and save a total of \$250 million." The LAO notes that about 30 states set their cut offs at or below 65 percent of SMI, while only seven states set their eligibility ceilings at or below 50 percent.
- The LAO also recommends applying a consistent approach by setting the same income eligibility ceiling across child care and development programs, including State Preschool, which would then result in more significant savings.

- Potential Impact: Per the CDE/CDD, as of April 2010 344,784 children of 264,985 families are enrolled in state-subsidized child care and development programs throughout California, 27,837 children belong to 22,931 families with earned incomes that exceed 60 percent of the SMI.¹
- Concern: As noted in the previous section, it is much more difficult to assess and collect higher fees from the lowest income families. Unfortunately, parents unable to pay the higher fees will ultimately lose their child care and development services, hindering their ability to work and maintain self-sufficiency. Correspondingly, programs will be forced to close classrooms or entire centers or transition to solely serving fee paying parents.

Proposed Action: The Joint Committee suggests recommending a more balanced approach to lowering the income eligibility ceiling from 75 percent. Similar to the LAO recommendation, the Joint Committee recommends, if considered as a serious option, applying any changes to the SMI consistently across child care and development programs, inclusive of State Preschool. This position is consistent with County policy to “support efforts to adequately fund high quality early care and education services for all children from low and moderate income families.”

3. Recommend Position: Support restoring funding to CalWORKs Stage 3 Child Care

Summary

The Governor’s proposal sets aside one-time funding for the current 2010-11 budget year and restores ongoing funding with the 2011-12 budget year.

- Proposal – 2010-11: Create a set aside of \$52.6 million in 2010-11 from one-time Proposition 98 settle-up funding to continue services for CalWORKs Stage 3 families effective April 2011 for the remainder of the current 2010-11 fiscal year.
 - Service levels are to be consistent with proposed policy solutions affecting age and income eligibility and reduced subsidy levels for the 2011-12 budget year.
 - In addition, carry-over \$58 million in unanticipated prior year federal Child Care and Development Fund (CCDF) monies in 2010-11 in response to the court order extending the date for Stage 3 funding termination from November 1 to December 31, 2010.
- Proposal - 2011-12: Provide a net increase of \$256.2 million for 2011-12, reflecting a caseload reduction of \$42.4 million, restoration of one-time funds used in 2010-11 totaling \$42.6 million, and restoration of the \$256 million partial year veto. The total base workload cost for Stage 3 is estimated at \$342.4 million.
- Alternative Proposal: The LAO suggests that the Legislature carefully consider restoring CalWORKs Stage 3 funding compared to preserving slots and funding to CDE/CDD child development programs that subsidize services for poor working families.

Proposed Action: The Joint Committee suggests recommending a support position to restore funding to CalWORKs Stage 3 Child Care commensurate with actual caseload projections. Assuming that less funding is needed than proposed in the Governor’s budget, support

¹ Data specific to Los Angeles County is not currently available.

reallocating funds to further meet the needs of children and their families for child care and development services. The Joint Committee has not developed a recommended position on the Governor's proposal to eliminate subsidized child development services for 11 and 12 year old children. (See Recommendation 2 for proposed position on lowering the income eligibility ceiling from 75 to 60 percent of SMI.) The recommended position to support restoration of funding to CalWORKs Stage 3 Child Care is consistent with County policy to "support efforts to adequately fund high quality early care and education services for all children from low and moderate income families" and to "support efforts to ensure that vulnerable children and their families have access to consistent, uninterrupted subsidized high quality early care and education services."

4. Recommend Position: Prioritize spending for quality programs and infrastructure supports that directly impact families' access to and quality of child care and development services (i.e. Local Planning Councils, AB 212 Child Care Recruitment and Retention Program, and Centralized Eligibility Lists).

Summary

- Proposal: Reduce federally funded quality improvement programs by \$16 million, including the expiration of the American Recovery and Reinvestment Act (ARRA) funds, which may result in reduced funding to or elimination of 17 quality programs.
- Analysis: The LAO reports that the state spent \$88 million in federal funds (\$69 million in child care and development block grant monies and \$19 million in ARRA funds) on approximately 40 different quality programs in 2010-11.
 - The Office of Child Care administers Los Angeles County's Local Planning Council (LPC - known as the Child Care Planning Committee), AB 212 Child Care Recruitment and Retention Program (known as the Investing in Early Educators Program), and Centralized Eligibility List (CEL)². None of these programs received an allocation of ARRA funds.

Local Planning Council (LPC)

- The statewide LPC budget for 2010-11 was slashed in half from \$6.6 million to \$3.3 million; prior to the current budget year, Los Angeles County's share for the LPC has been \$377,000.
- The reduced budget for Los Angeles County's LPC has resulted in the curtailment of a number of current and ongoing activities that support the child care and development infrastructure, including purchasing data and conducting analyses of the data instrumental to updating the needs assessment comparing supply with demand. This data, traditionally, has been used to establish priorities for the allocation of State funds for subsidized services, planning for building capacity to meet the need, leveraging public and private dollars to expand and enhance the quality of services, and inform elected officials and policy leaders to the need.

² While the Centralized Eligibility List (CEL) is not among the Quality Improvement Plan funded programs, it is included in this section as an infrastructure support.

- In addition, the County's LPC has significantly scaled back its research and development of publications designed to shape emerging issues and opportunities in the field relating to professional development, serving children at risk for and with disabilities and other special needs, and discussing the economic impact of child care and development.

AB 212 Program

- The statewide AB 212 Program budget for 2010-11 was cut by nearly 22 percent from \$15 million to \$11.825 million; prior to the current budget year, Los Angeles County's annual allocation has been \$4.25 million.
- Los Angeles County's AB 212 Program is designed to increase the retention of teachers working in child development programs in which most of the children are subsidized by the CDE/CDD and help teachers work towards completing coursework that leads to a degree in child development. In Los Angeles County, persons working in family child care homes as well as centers serving a majority of State subsidized families are eligible to participate in the program.
- In 2009-10, more than 1,500 early educators earned cash stipends - \$1,100 for three units or \$2,100 for six units – for continuing their education leading to a degree. Of these educators, 189 merited an additional stipend for earning an Associate, Bachelor or Master Degree (\$250, \$550 or \$750 respectively) in child development. In total, \$3 million was awarded to these early educators.
- Los Angeles County's AB 212 Program also offers a menu of trainings consistent with the quality areas of the Steps to Excellence Project (STEP) to staff working in child care and development centers and family child care homes. During the 2009-10 fiscal year, 94 trainings were conducted with an attendance in the aggregate of 1,310 participants.

Centralized Eligibility List (CEL)

- Proposal: Eliminate state funding for the Centralized Eligibility List, previously funded at \$7.9 million per year.
- *Budget bills, AB 92 (Blumenfeld) and SB 68 (Leno), introduced on January 10, 2011 reflect the Governor's proposal to realign certain child care and development functions to the local levels, including eliminating statewide funding for the CEL.*
- Trailer Bill Language (TBL) for Education: Dated January 31, 2011, requires AP Program agencies and direct service contractors to work directly with their local COE to determine priorities for authorizing 'new' eligible families waiting for child care to receive subsidized care when space is available. The COE may establish a 'centralized waiting list' in cooperation with the CDE/CDD-contracted AP Program agency and, if do, all contractors serving county residents shall participate in the 'centralized waiting list'. "Costs for establishing and maintaining the centralized waiting list are an allowable administrative expense and shall be in addition to the normal administrative allowance of the applicable state contracts." CDE would authorize the LPCs to assist COEs in the administration of the waiting lists.

- Project Description: The CDE/CDD contracts with county-based organizations to administer a CEL, which is a registry of low-income families eligible for but not yet receiving CDE/CDD-contracted subsidized child care and development services.
 - The CELs have become an important component of the child care and development infrastructure, helping to connect families with subsidized services as space and funding becomes available. The CELs simplify the eligibility list registration process for families and increase their access to subsidized child development programs for which they are eligible; eliminate the need for families to sign up and linger on waiting lists of multiple agencies; increase the pool of available eligible children from which child care and development agencies can draw to fill program vacancies as they become available; and provide accurate, timely data on local child development needs for use by policymakers, child development programs, and others.
 - Currently, the Office of Child Care holds a \$500,000 contract with the CDE/CDD to administer the Los Angeles Centralized Eligibility List (LACEL).
 - As of January 11, 2011, an unduplicated count of 30,108 children of 20,323 families is currently registered on the LACEL. CDE/CDD-contracted programs, as well as some Head Start programs and Los Angeles Universal Preschool, draw families from the LACEL as space and funding becomes available. Families under the supervision of the Department of Children and Family Services (DCFS) or deemed at risk of abuse, neglect or exploitation receive priority for enrollment; currently 201 children have the child protective services priority standing.

Proposed Action: Support funding to preserve quality programs and infrastructure support that directly impact low-income families' access to quality child care and development programs. In particular, at a minimum support current funding levels as the base (with the intent to fully restore funding as the economic climate improves) for Local Planning Councils, the AB 212 Child Care Recruitment and Retention Program, and the Centralized Eligibility Lists. Of note, the Roundtable at its December 8, 2010 meeting approved recommending a position to fully restore funding for the LPCs and AB 212 Program. This position is consistent with County policies to "support efforts to enhance the quality of early care and education", "support efforts to develop and sustain a well educated and highly skilled professional workforce", "support efforts to streamline administrative process to expand access for low-income families", "support efforts to expand the supply of appropriate early care and education services", and "support efforts to ensure that vulnerable children and their families have access to consistent, uninterrupted subsidized high quality early care and education services".

5. Recommend Position: Support funding the Early Learning Advisory Council

Summary

- Proposal: Increase the budget for the Early Learning Advisory Council (ELAC) by \$948,000 from federal funds for the second year of the three-year federal grant. Total funding proposed for 2011-12 is \$3,551,000, of which \$117,000 would be transferred to the CDE/CDD to support ELAC activities.

- Building on the work of the Early Learning Quality Improvement System (CAEL QIS) Advisory Committee, ELAC will help define the future policy direction for early learning in California.
- As such, funding for ELAC will allow for the implementation of a pilot quality rating and improvement system and the ongoing development of the quality rating system.
- The County’s STEP will be proposed as a pilot for the statewide system.

Proposed Action: Support the Governor’s proposal to approve the use of federal funds for the work of the Early Learning Advisory Council (ELAC). This position is consistent with County policy to “support efforts to enhance the quality of early care and education that set high standards for all services and program types” and to “support efforts to develop and implement a statewide quality rating and improvement system”.

6. Recommend Position: Oppose the proposed shift of Proposition 10 funding and the diversion of future revenues

Summary

- Proposal: Subject to voter approval,
 - Divert \$1 billion from state and local Proposition 10 reserves to fund Medi-Cal services to children from birth to five years old effective July 1, 2011.
 - Continue \$50 million in reimbursement funding to the Regional Centers for early intervention services to children from birth to five years old included in the 2010-11 budget through 2011-12.
 - Redirect, on an ongoing basis, 50 percent of the state and local Proposition 10 revenues to fund various state children’s programs.
- Analysis: According to First 5 LA, \$500 million would be redirected from local reserves, compromising the support of multi-year contracts for preschool services offered through Los Angeles Universal Preschool (LAUP), doctor’s visits and vaccinations provided by Healthy Kids, and child abuse prevention services delivered collaboratively by Partnership for Families agencies, among others.
 - The permanent ongoing redirection of 50 percent of First 5 LA’s allocation would significantly reduce their ability to continue to augment existing services in response to community needs, thus impacting the overall health and well-being of Los Angeles County’s youngest children and their families.
 - First 5 LA funds have supported the implementation of STEP, the quality rating and improvement pilot project of the Policy Roundtable for Child Care, administered by the Office of Child Care. First 5 LA has funded the quality ratings of 200 centers and family child care homes. Recently, the First 5 LA Commission approved funding for the Early Care and Education Workforce Consortium, which includes funding to expand STEP into additional communities over five years.

Proposed Action: The Joint Committee on Legislation suggests recommending a position to oppose shifting Proposition 10 funding and permanently diverting future revenues. The Board of Supervisors has opposed bills proposed in the past that would have redirected Proposition 10 funds from the local First 5 Commissions. This position is consistent with County policy to “support efforts to enhance the quality of early care and education that set high standards for all services and program types” and to “support efforts to develop and implement a statewide quality rating and improvement system”.

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Fast Facts on Educare

EDUCARE CENTERS

Each serves

140 -200 students

Full-day, full-year

DESIGN REQUIREMENTS

- Create a showroom for quality birth-to-5 learning

- Space allocation

50%

Infants and toddlers

50%

Preschool ages 3-5

- Minimize transitions
- Multiple indoor/outdoor play spaces to meet developmental needs of children
- Consultation space
- Include ample training and community space



EDUCARE

www.educareschools.org

CENTER SIZE

27,000-34,000

Square feet

CONSTRUCTION COSTS

Currently range from

\$8 million to \$12 million

GOVERNANCE

Set out in an Educare shared-governance contract

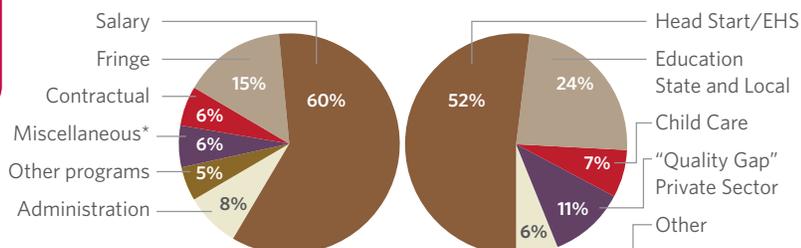
- Educare Board includes key major stakeholders
- Educare Board hires Educare Director
- Local partners also sign a Network Partnership Agreement granting display of Educare icon and requiring participation in research and evaluation activities.

RESEARCH

- National evaluation conducted by The FPG Child Development Institute at the University of North Carolina-Chapel Hill
- Local research conducted by Ph.D. hired by each site to serve as embedded evaluation partner

OPERATING BUDGETS

\$2.8 million to \$3.4 million



*Includes Supplies, Utilities and Facility Maintenance

Head Start and Early Head Start generally fund **50-60 percent** of operational costs

Blended funding streams also drawn from the local school district (preschool) and state (child care) to support quality programming

Program Core Features

Use research-based strategies

- Commit to continuous improvement and use of local evaluation partner
- Participate in a national, multi-site evaluation

Start early, with an emphasis on prenatal services

- Enroll infants in Educare as early as families request

Implement reflective supervision and practice

Maintain high teacher qualifications and intensive staff development

- Master Teachers with advanced degrees in early childhood supervise 3-4 classrooms

Each classroom:

Lead Teacher with B.A. in early childhood

Assistant Teacher with A.A. in early childhood

Teacher Aide with high school diploma and credentials in child development

Provide enhanced focus on language and literacy

Integrate the arts

Maintain low staff/child ratios and small class size

- Infant-toddler rooms =

3:8 per classroom

- Preschool rooms =

3:17 per classroom

Provide strong emphasis on social-emotional development to promote school readiness

Provide continuity of care

- Primary teachers remain with children for 3 years, from ages birth to 3
- A second team of caregivers remain with children from ages 3 to 5
- Maintain small groups and minimize transitions to support secure relationship development
- Support kindergarten transitions

Offer on-site family support

- Staff with master's and bachelor's degrees
- Small caseloads

Implement an interdisciplinary approach

- Build effective partnerships among staff, consultants and families

What is Educare?

PROGRAM, PLACE, PARTNERSHIP and PLATFORM

Educare is a research-based Program that prepares young, at-risk children for school; a specially designed Place that nurtures early learning and sends a bold message about the value of investing in the first five years; an innovative Partnership between the public and private sectors to create a more efficient, more effective early learning program; and a compelling Platform to drive change among policymakers, business leaders and early childhood providers by showing what quality early learning looks like.

Educare: Attacking the Achievement Gap



Educare schools are dramatically changing the life trajectories of thousands of children growing up in families facing the greatest obstacles to success—and changing the way America thinks about early education. Each Educare school is a comprehensive early childhood program aimed at preventing the achievement gap that takes root between children in poverty and their middle-income peers long before they enter kindergarten. Independent research shows Educare works. Experience also demonstrates that Educare is a powerful catalyst for improving early childhood practice, informing early childhood policy, and cultivating new private and public investments in the first five years of learning.



Through a growing coast-to-coast network of state-of-the-art, full-day, year-round schools, funded mostly by existing public dollars, Educare serves at-risk children from birth to five years. Each embraces a community's most vulnerable children with programming and instructional support that develop early skills and nurture the strong parent-child relationships that create the foundation for successful learning.

Our Results

Research shows that children who experience Educare for a full five years arrive at elementary school performing on par with average kindergarteners, regardless of socio-economic standing. Educare children have more extensive vocabularies and are better able to recognize letters, numbers and colors than their peers. And children who experience Educare also develop strong social skills, including self-confidence, persistence and methods to manage frustration. All of these abilities are strong predictors of later success in academics—and in life. What's more, early findings indicate the gains Educare children make hold as they move through elementary school.



Program

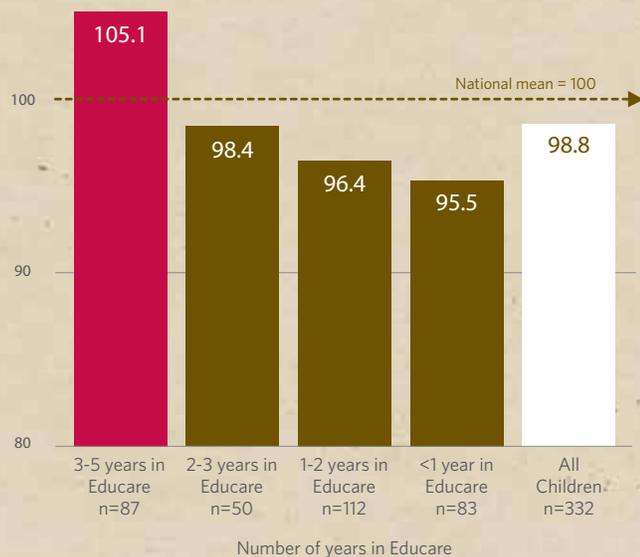
Educare is a **PROGRAM** based on the best early education practices that ensure the school-readiness of children most at risk for academic failure.

Young children who experience the world as predictable and supportive develop strong emotional foundations essential for learning. The Educare model draws from a wide range of research-based practices that foster learning environments that support infants, toddlers and young children who are growing up in stressful, impoverished communities.

Research shows that vocabulary growth among children from low-income homes lags behind that of their middle-income peers. Without intentional intervention, this gap, which is evident at nine months of age, only continues to widen.

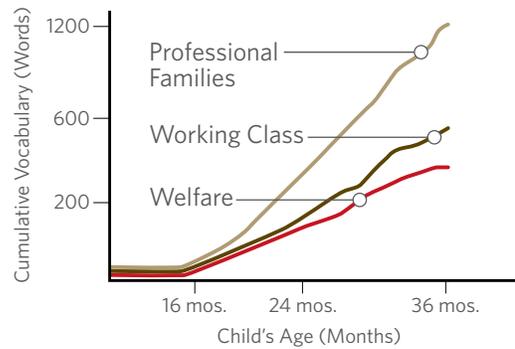
Children who spend more years in Educare emerge better prepared for kindergarten

2008-2009 School Readiness Score
(Bracken Basic Concepts Scale)



Six-Site 2009 Data-Adjusted Means. Source: Yazejian, N. & Bryant, D.M. (2009). Promising early returns: Educare implementation study data, March 2009. Chapel Hill, NC: FPG Child Development Institute. Note: This sample includes English-speaking children only.

Disparities in Early Vocabulary Growth



Source: Hart, B. and Risley, T.R. (1995). "Meaningful Differences in the Everyday Experiences of Young Children." Baltimore, MD: Brooks Publishing Co.

At Educare schools, teachers work with children—beginning in infancy and through preschool—and their parents to develop pre-literacy and early math skills such as letter and number recognition, problem solving, and counting. Equal emphasis is given to developing social-emotional skills: the ability to focus on a task, persistence, impulse control and cooperation with peers.

Central to Educare's mission is involving families in their children's development. Activities and interactions are aimed at strengthening parents' abilities to serve as champions for their child's learning after they leave Educare and enter primary and secondary schools.

A unique component of the Educare model is the practice of continuity of care. Each child stays with the same team of teachers from birth to age three. Children then move into a preschool classroom for students ages three to five with a different team of teachers. This continuity creates close bonds among children, teachers and parents, reinforcing the stable relationships essential to learning.

Educare demands high standards. Schools serve 140 to 200 children. Class sizes are kept small and teacher-child ratios are kept low to ensure individualized care. Infant-toddler classes serve eight children. Preschool classrooms serve 17 children. Each room has three teachers. Lead teachers hold bachelor degrees, and every four classrooms are supervised by master-degreed teachers who work as coaches inside classrooms.

Full-time social workers and various consultants (e.g., speech pathologists, nurses, visiting artists) provide additional support to each family. Teachers and social workers regularly review and evaluate their success in helping children grow and learn, and adjust practices accordingly.

This approach is paying off. Independent research by the FPG Child Development Institute at the University of North Carolina-Chapel Hill finds that children who started Educare between birth and age two exceeded national averages on measures of school readiness. Those gains persisted even when controlling for risk factors such as maternal education, race and parents' ages. Kindergartners who spent their early years at Educare arrived at elementary school ready to learn and on par with middle-income peers.

Place

Educare is much more than a successful education model. It is a memorable **PLACE** of early learning that sends a clear message that we must invest in early childhood education because children are born learning.



A Showcase for Quality

Educare schools are designed and constructed with children's learning in mind. Ample physical space and light allow babies, toddlers, and preschoolers to explore, learn and develop. Classrooms are safe, comfortable places that promote bonds between the teaching staff and young children. Spaces encourage interactive learning so that teachers and children are seen together reading, acting out stories, creating artwork, counting, or conducting simple experiments.

Inside every Educare school, significant space is devoted to family-related activities, including one-on-one counseling and support groups for mothers, fathers and grandparents. There is a room with computers to facilitate parents' efforts in job hunting or in researching elementary schools their children will eventually attend.

The first Educare school opened in Chicago in 2000. Today, Educare schools are located throughout the country—from Seattle to Tulsa to Miami to Milwaukee—with more on the way. All Educare schools are in economically disadvantaged communities, and each school is tailored to meet local needs. One Educare school in Tulsa includes an on-site health clinic. Denver Educare stands next to a teacher-training institute on the historic Clayton Early Learning campus. Educare in Waterville, Maine, is the first rural school in the Network.



Partnership

Educare is about **PARTNERSHIP**. Philanthropists, Head Start and Early Head Start providers, and school officials partner to narrow the achievement gap for children in their communities. Each commits to securing the financing, program expertise and public support essential to maintaining Educare's high-quality standards.



Joining Forces

The Ounce of Prevention Fund, with the Irving Harris Foundation, opened the first Educare school in Chicago. In 2003, the Buffett Early Childhood Fund and the Omaha Public Schools opened the second Educare on Omaha's north side. Soon after, the Buffett Early Childhood Fund and Ounce of Prevention Fund joined forces to support other local public-private partnerships in communities across the country to establish Educare schools. Today, this joint initiative, known as the Bounce Network of Educare Schools, supports the development of these schools and provides training, assistance and a forum for learning to Educare staff.

The Educare movement has been embraced by other major philanthropic organizations—the George Kaiser Family Foundation, the W.K. Kellogg Foundation and the Bill & Melinda Gates Foundation—that, along with the Buffett and Harris foundations, provide challenge grants through an Educare replication pool to support steady growth in the Network.

In each city where Educare has taken root, new public-private partnerships are created to share governance of each school. Local philanthropists provide private dollars to build the schools and facilitate the flow of public dollars that support day-to-day activities. Federal funds from Early Head Start and Head Start provide critical funding for program operations and often are augmented by state funds for child care and preschool programs that flow to local school districts and programs.

“Public-private partnerships like Educare are the only way we’re going to get there. ... It takes adults putting egos aside, putting historical differences aside, and saying, ‘Let’s figure out a better way to do it.’ ... This, Educare, is a better way to do [early education]—and it’s starting to become a real national model.”

Arne Duncan, Secretary, US Department of Education, speaking at Educare of Oklahoma City

Platform

In cities and states across the nation, Educare is serving as a **PLATFORM** for raising awareness of the value and vital importance of learning during a child's first five years of life. It is changing practice and policies about how early education programs are created and sustained.

At-risk children who do not receive quality early care and education are **50 percent more likely to be placed in special-education classes, 25 percent more likely to drop out of school, 40 percent more likely to become a teen parent, and 70 percent more likely to be arrested for a violent crime.**

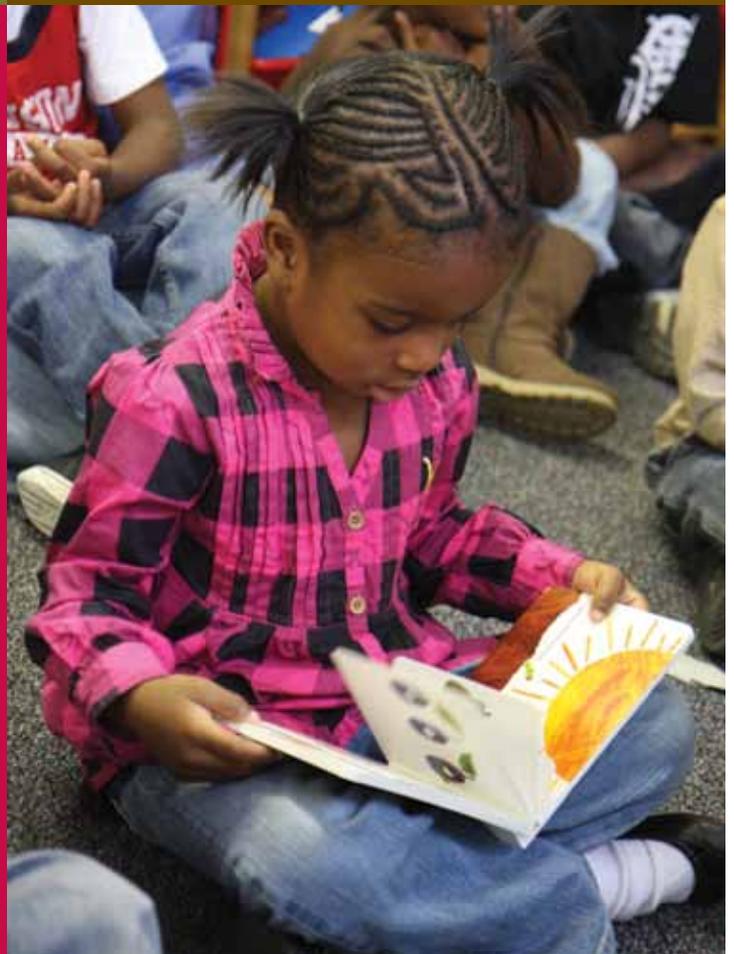


A Wise Investment

Despite growing scientific evidence that brain growth and development occur most rapidly during the first five years of life, our society's current investment in children's education and care is lowest during those critical early years. Comprehensive learning programs for very young children of low-income parents remain scarce even though they can help prevent more costly interventions later in life.

At-risk children who do not receive quality early care and education are 25 percent more likely to drop out of school, 40 percent more likely to become a teen parent, 50 percent more likely to be placed in special-education classes, and 70 percent more likely to be arrested for a violent crime.

James J. Heckman, Ph.D., the 2000 Nobel Prize winner in economics, has determined that such social problems can be traced to an absence of social and emotional skills, such as perseverance and self-control—skills acquired during a child's earliest learning years. "The best evidence supports the policy prescription: invest in the very young," says Heckman.





Building Better Teachers

Educare schools also serve as a training ground for thousands of early learning professionals. In addition to visiting our schools, many are coached in the teaching methods and practices that we have implemented over the past decade. Those early childhood professionals bring elements of our high-quality approach to the children they serve, helping to raise standards in teaching and in education outcomes.

Building these communities of learning—and practice—that extend beyond the walls of Educare is a key component of our strategy to radiate impact.

Educare is setting dramatic new standards for high-quality early childhood education so that all American children, including those living in poverty, can share in the American dream of equal opportunity for all.

Compared to peers

- The majority of Educare parents remain involved in their child's learning.
- About half of Educare graduates attend higher-performing institutions such as magnet, charter and gifted schools.
- Teachers report that most Educare parents participate in school activities, pick up their children's report cards and initiate conversations with teachers.

A Catalyst for Change

Educare schools serve as “showrooms” that demonstrate what high-quality, well-implemented early learning programs can look like and help to convince policymakers, business leaders and others that investments in early learning make a difference in the life outcomes for even the most at-risk children.

Educare schools also help create new champions for early learning by demonstrating, in real early learning classrooms, what is possible. Educare partners and families have become powerful voices for change.

Educare of Omaha helped advocacy and philanthropic leaders make the case for Nebraska to dramatically increase its investments in early learning programs. The Nebraska state constitution now declares that learning begins at birth, and a \$60 million public/private endowment is expanding quality birth-to-three services.

Illinois increased funding of early childhood investments by over \$172 million after Educare opened in 2000, and is moving toward full funding of preschool services.

Educare of Tulsa helped to inspire a \$25 million pilot program to promote the school readiness of at-risk children. After visiting Educare of Omaha, the Kansas governor supported the



establishment of an \$11 million early childhood block grant with a set-aside for infants and toddlers.

Even before Educare of Central Maine opened its doors in 2010, it helped to promote expansion of state prekindergarten programs, the redirection of funds to early education and prevention programs and improvements to the state's child care quality standards.

The Educare movement and two related policy initiatives —the Birth to Five Policy Alliance, focused on state policies, and the First Five Years Fund, focused on federal policies— are supported by a group of like-minded philanthropists: the Buffett Early Childhood Fund; the W.K. Kellogg Foundation; the George Kaiser Family Foundation; The Children’s Initiative: A Project of the J.B. & M.K. Pritzker Foundation; the Bill & Melinda Gates Foundation; and the Irving Harris Foundation. More partners are welcome.

For more information, visit www.educareschools.org.

Policy Wins

“If [early childhood education] works in Oklahoma, why don’t we do it in the whole country? We’ve got an education system that’s leaving too many children behind.”

Then-US Senator Barack Obama
at Educare of Tulsa, March 2007

A Catalyst for Change



Photo: Michael Wyke, Tulsa World

When an Educare school opens in a community, its impact reaches far beyond the young children and families served within its walls. As a platform for change, Educare fires imaginations, provokes dialogue and sparks policy changes that create new and promising education opportunities for children in poverty.

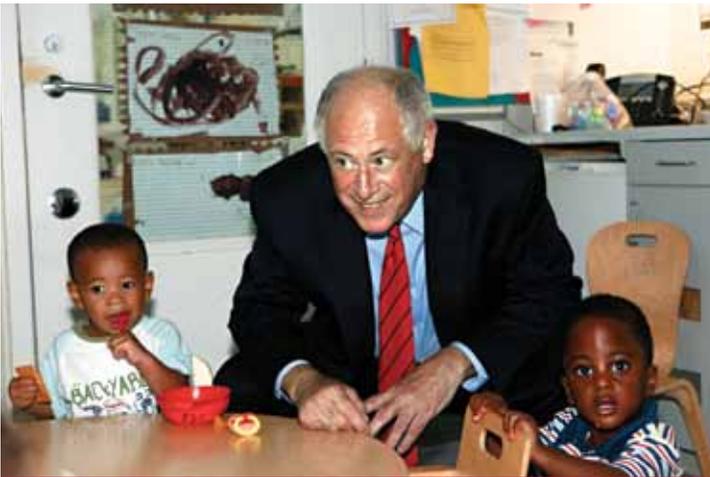
While infants, toddlers and their parents benefit from programming based on cutting-edge science that proves that early interventions can prevent the achievement gap, Educare also serves as a laboratory for generating data used to develop more effective teaching practices. And those techniques are taught and shared with other early childhood practitioners so that even more children can experience the kind of quality that prepares them for success in school and in life.

Sending a Message

In cities across the nation, Educare schools stand as beacons of hope in otherwise distressed communities. Their striking architecture sends a strong signal that the investment in that neighborhood, and the investment in that community's children, is not just the smart thing to do, it is the right thing to do.

Policymakers hear that message when they visit an Educare school, and they experience the power of early childhood investments firsthand. As a showcase for data-driven programming and design, Educare has played an important role in cultivating new champions for birth-to-five programs and influenced or informed local, state and federal policies that are leveling the playing field for children and families living in poverty.





“Birth to five, there are tremendous learning opportunities for our kids. Early childhood education is one of the very best investments the government can ever make.”

Illinois Gov. Pat Quinn, at a bill-signing event at Educare of Chicago

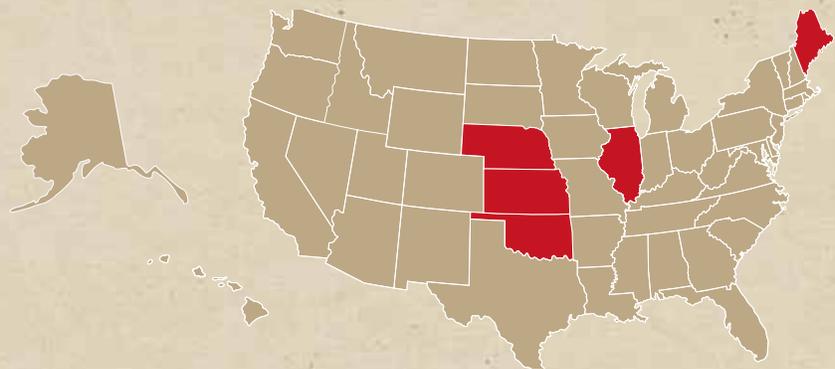
State Wins

Illinois

Educare of Chicago, the first school in the Network, opened in 2000 and has provided numerous leaders, including US Sen. Dick Durbin, with an opportunity to tour a high-quality center and learn how early childhood programs deliver a sound return on investment. In recent years, the state has increased early childhood investments by over \$172 million, and is now providing high-quality early learning opportunities to more than 140,000 at-risk infants, toddlers and preschoolers.

Oklahoma

Educare of Tulsa helped inspire a \$25 million pilot program to promote the school readiness of at-risk children, from birth to three, across the state. Under recent threats of state budget cuts, partners at Educare of Tulsa and Educare of Oklahoma City worked to protect—and save—this funding, which helps dozens of programs statewide.



Kansas

The state established an \$11 million early childhood block grant, with a set-aside for infants and toddlers, informed by discussions with public and private-sector leaders from Educare of Omaha in neighboring Nebraska.

Nebraska

Educare of Omaha helped advocacy and philanthropic leaders make the case for the state to dramatically increase its investments in early learning programs

for four year olds and establish a \$60 million, public-private endowment to create and support services for birth to three across the state. The state constitution was also amended to include the declaration that learning begins at birth.

Maine

Even before Educare of Central Maine opened its doors, it helped to promote expansion of state prekindergarten programs, the redirection of funds to early education and prevention programs, and improvements to the state’s child-care quality standards.



Former First Lady of Maine Karen Baldacci, Susie Buffett, Former Maine Governor John Baldacci

“Every community wants an Educare, but not everyone can have one. But we can all have best practice applications. You can bring people to advocacy, but Educare was the action piece. It allows us to show people what best practices look like and sound like. Educare showed them how we can help all preschoolers, all communities, and all parents. It makes the case that we need to invest more in early childhood.”

Karen Baldacci, former First Lady of Maine
July 2010



US Rep. John Boehner, R-Ohio, (left) and George Kaiser at Educare of Tulsa

Connecting to K-12

The genesis of any Educare school begins with forging a solid partnership with the local public school system. Educare schools are located either adjacent to or very close to the neighboring elementary school to intentionally demonstrate that Educare students are being prepared for school success and to drive home the message that learning begins at birth.

But the relationship goes much deeper. Educare schools are often constructed on land donated by the school district, which, in some instances, also provides custodial services and utilities. School districts also can direct local or federal dollars to help sustain an Educare operating budget.

Educare programs are designed to meet K-12 priorities such as reading by third grade and increasing high school graduation rates. And to ensure that gains made in the early years continue into elementary school, Educare staff focus on transitions through planning with parents and developing partnerships with kindergarten teachers to create a seamless and dynamic educational system.

In Omaha, where two Educare schools operate, the public school system has embraced the value of early childhood education throughout the district. The school superintendent is a member of the Educare governing board. And Educare’s standards for high quality—class size, staff qualifications and child-staff ratios—are becoming the community norm.

“Educare means everything to us. It’s going to bring students into our school system who are ready to learn. No longer will we have to wait for students to fall behind before we help them. Educare will allow them to start school ready to learn.”

Jeffrey Smith, Superintendent of Balsz Elementary School District, at groundbreaking of Educare of Arizona in September 2010

Influencing Policy and Practice in the Classroom

Educare schools are intentionally designed to serve the children and families who cross their thresholds, and to extend their reach into the communities by working with other early childhood education providers to build a more skilled early childhood workforce that benefits all children.

Educare of Miami-Dade provides resources and training for parents, teachers and providers who serve over 5,000 adults and 80,000 children annually. Educare of Miami-Dade's Early Childhood Program Administrator's Institute has benefitted more than 20,000 children during its first two years of operation.

Creating Better Teachers

Educare of Denver shares a campus with the Clayton Institute and Training Center and serves as a demonstration site for teacher education, leadership development, parent engagement and program evaluation to improve the quality of early childhood services throughout Colorado. Professionals come there to learn the latest in best practices in a real classroom setting.

Newer Educare schools have been designed with observation rooms off the classroom spaces to allow students, other early education providers and visitors to see what effective early learning looks like, and what infants, toddlers and preschoolers need to succeed.



Health clinic at
Educare of Milwaukee



“It is not enough to think outside the box. We need to find a different box to frame our thinking. Educare is one of those different boxes. It has caused us to think differently about children and families and how we need to better embed and connect schools to their communities.”

Dr. Douglas D. Christensen, Retired Commissioner of Education,
Nebraska Department of Education

“Educare is vital to creating high-quality early care and education. The organization is a catalyst for change in Florida, and beyond. Educare provides a framework for other organizations by demonstrating the importance of affordable, quality early learning for our children. I know that, together, we can achieve this goal for all our children.”

US Rep. Debbie Wasserman Schultz, D-Fla., after visiting Educare of Miami-Dade

An Integrated Strategy

The Educare movement and two related policy initiatives—the Birth to Five Policy Alliance, focused on state policies, and the First Five Years Fund, focused on federal policies – are supported by a group of like-minded philanthropists: the Buffett Early Childhood Fund; the W.K. Kellogg Foundation; the George Kaiser Family Foundation; The Children’s Initiative: A Project of the J.B. & M.K. Pritzker Foundation; the Bill & Melinda Gates Foundation; and the Irving Harris Foundation.



First Five Years Fund

birthtofive
POLICY ALLIANCE



“Spending a morning at Educare, seeing the children so excited about what they were learning, really brought focus to our discussions about the child care policy barriers that often hinder access to high-quality early childhood education for children most in need. We found that when children come into Educare as a toddler and stay through their preschool years they tend to reach kindergarten ready for success. We also found that many children drop out of the program due to child care subsidy policies and processing. That helped motivate us to enact legislation to assure at-risk children a great chance for continuous enrollment in quality early care and education programs.”

Colorado State Rep. Tom Massey, R-60,
after visiting Educare of Denver





How Do I Learn More?

Visit us at www.educareschools.org.



"Enriching Lives"

LOS ANGELES COUNTY COMMISSION FOR WOMEN
B-50 Kenneth Hahn Hall of Administration / 500 W. Temple Street / Los Angeles, CA 90012
Website – www.LACCW.info / 213-974-1455 Office / 213-633-5102 Fax / laccw@lacobos.org E-mail



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January 26, 2011

Dear Friend(s):

The Los Angeles County Board of Supervisors and Commission for Women would like to invite you to join us again this year in honoring women for their unequivocal contributions to promoting equality for women. We will recognize these dedicated women at our **26th Annual Women of the Year Awards Luncheon**, which will take place on **March 14, 2011** at the Millennium Biltmore Hotel in Los Angeles.

We cordially invite you to participate in this tribute by becoming a sponsor; and urge you to give this event your utmost consideration.

The 2011 *Women of the Year* awardees are as follows:

1st District

Faye Washington

CEO

YWCA of Greater Los Angeles

2nd District

Forescee Hogan-Rowles

President and CEO

Community Financial Resource Center

3rd District

Aileen Getty

Founder, Gettlove

Community Advocate

4th District

Terri Chew Nishimura, MA, OTR/L

Executive Director of Policy and Community Affairs

Pediatric Therapy Network

5th District

Jane Frye, RN, BSN, PHN

Director

High Desert Medical Group Urgent Care

5th District

Dianne Curtis

President

Zonta International

Community At-Large Awardees

Dr. Jessie Sherrod

Pediatrician

Infectious Disease Specialist

Dr. Beatriz Maria Solis

Director, Healthy Communities

The California Endowment

Dr. La-Doris McClaney

President and CEO

McClaney Properties

Sandy Banks

Columnist

Los Angeles Times

Kathy Smith

Fitness Expert

President, Kathy Smith Lifestyles

TuLynn Smylie

Executive Director

Women Shelter of Long Beach

Your participation as a sponsor will clearly demonstrate your support for the hard work and dedication of our award recipients, as well as support activities critical to the wellbeing of women in Los Angeles County today. The Los Angeles County Commission for Women will continue to champion many causes that are of a great deal of importance to all of us. Our efforts will be reflected in some key issues facing women today such as **ending violence against women, access to health care for women of all ages, gender equity in the workplace, and to power, influence and forge ahead. Additionally, a portion of the proceeds will be used to provide educational scholarships for young at-risk women.**

A form containing information on various levels of sponsorship is attached for your consideration. When you become a sponsor, be assured that you will receive the following:

- ❖ Recognition at the reception
- ❖ Acknowledgment in all media releases and printed materials associated with the reception; and
- ❖ Advertisement in the reception program

Please join us in honoring the 2011 "Women of the Year" Award Recipients and recognizing their accomplishments by participating as a sponsor. We would appreciate your response by **Friday, February 11, 2011**. If you have any questions or need additional information, please contact our staff, Rhonda Rangel or Emma De Jesus at (213) 974-1455. We thank you in advance for your generous consideration.

Very truly yours,



Julie McCarthy Napoleon, Chair
Women of the Year Luncheon Committee



Yolanda Becerra-Jones, President
Commission for Women

Attachment(s)

**LOS ANGELES COUNTY COMMISSION FOR WOMEN
26th ANNUAL "WOMEN OF THE YEAR" LUNCHEON • March 14, 2011**

LUNCHEON CORPORATE SPONSOR APPLICATION

DIAMOND \$3,000	<ul style="list-style-type: none"> ○ Presentation of Board of Supervisors' Five Signature Scroll at Reception ○ Special recognition at the Luncheon Ceremony as Major Sponsor ○ Display Ad in the Luncheon Souvenir Journal (full page) ○ Corporate name and sponsorship in all press materials ○ 10 reception tickets (one table)
GOLD \$2,000	<ul style="list-style-type: none"> ○ Special recognition at the Luncheon Ceremony ○ Display Ad in the Luncheon Souvenir Journal (full page) ○ Corporate name and sponsorship in all press materials ○ Receipt of Commemorative Scroll ○ 6 reception tickets
SILVER \$1,500	<ul style="list-style-type: none"> ○ Special recognition at the Luncheon Ceremony ○ Display Ad in the Luncheon Souvenir Journal (half page) ○ Corporate name and sponsorship in all press materials ○ 4 reception tickets
BRONZE \$1000	<ul style="list-style-type: none"> ○ Special recognition at the Luncheon Ceremony ○ Display Ad in the Luncheon Souvenir Journal (quarter page) ○ Corporate name and sponsorship in all press materials ○ 2 reception tickets
TICKETS \$85	<ul style="list-style-type: none"> ○ Individual Luncheon Ticket(s) ○ Please indicate the number of tickets _____ (10 tickets equals a table)
DONOR	<ul style="list-style-type: none"> ○ We would like to donate \$_____ and/or _____ promotional items. This entitles us to receive acknowledgment in the Luncheon Souvenir Journal.
SCHOLARSHIP SPONSOR \$1,000	<ul style="list-style-type: none"> ○ Sponsor an educational scholarship for young at-risk women. ○ Invitation to the Scholarship Awards Reception and Board of Supervisors meeting presentation scheduled for January 2012. ○ Listing in the Luncheon Souvenir Program.

Please make checks payable to the L.A.C. Commission for Women and mail it with this form and your camera-ready art work (art-work may be e-mailed LACCW@bos.lacounty.gov) no later than

FRIDAY, FEBRUARY 11, 2011

to:

*Los Angeles County Commission for Women
Kenneth Hahn Hall of Administration
500 West Temple Street, Room B-50
Los Angeles, CA 90012*

The Los Angeles County Commission for Women is part of a non-profit organization (Federal ID # 95-6000-927) with a Federal 501(c)(3). status

Yes, we want to support the 26th Annual *Women of the Year* Luncheon. We have selected the following category:

DIAMOND: GOLD: SILVER: BRONZE: TICKET(S): DONOR: SCHOLARSHIP SPONSOR:

Enclosed is a check for the total amount of \$ _____.

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Learning How Much Quality is Necessary to Get to Good Results for Children

How Much Quality is Needed to Achieve School Readiness Outcomes for Children?

How good does an early childhood program have to be in order to achieve school readiness outcomes for children? This is known as the “threshold question,” and policy makers and others have wanted an answer to this question since the onset of public investments in early care and education (ECE) programs. With expansion of Head Start and pre-kindergarten programs for three- and four-year-old children, this question is getting even more attention.

Policy and other decision makers want this information so they can craft policies and direct resources to those factors that make the most difference to children’s school readiness. While we know that higher quality ECE programs and better results for children tend to go hand-in-hand, we don’t know the level of quality or quality indicators that are necessary for achieving learning outcomes that help children be successful in kindergarten and beyond.

In an attempt to fill this knowledge gap---to try and identify the minimum level of program quality required to attain positive results for children---this study examined academic and social outcomes for children from low income families. For the purposes of this study, low-income was defined by household income of less than 150% of the federal poverty level. The study focused on these children because, as a group, they are the target of most policy decisions related to program quality and access by families.

The study used data on teacher-child interactions and instructional quality from an 11-state pre-kindergarten (pre-k) evaluation. The findings show that achieving positive child outcomes require higher-quality, publicly-funded pre-k programs than typically are available.

A Description of the Study

Study Participants. Participants were 1,129 children enrolled in 671 pre-k classrooms in 11 states involved in two previous studies: the National Center for Early Development and Learning’s (NCEDL) Multi-State Study of Pre-Kindergarten and the NCEDL and National Institute for Early Education Research (NIEER) State-Wide Early Education Programs Study.

The pre-k classrooms were located in public schools, Head Start settings, and community-based programs. Demographic data, such as pre-test scores, children’s gender, race, and mother’s education, were collected. Having this information allowed researchers to compare findings across the classrooms in the 11 states.

Measures of Classroom Quality and Child Outcomes. To determine the level of quality in each of the classrooms studied, teachers’ interactions with children were assessed using the Classroom Assessment Scoring System (CLASS). This assessment tool is based on a seven-point scale that measures teacher-child interactions in two areas: (1) instructional support and (2) emotional support. A growing body of research demonstrates the relationship between higher scores on these two domains and positive effects on children’s academic and social outcomes.

These outcomes were assessed through tests of children’s academic and language skills at the beginning and end of the pre-kindergarten year. The battery of tests for this purpose measured children’s receptive language, expressive language, rhyming, applied problem solving, and letter naming, all of which are linked with children’s academic success. Teachers also completed a behavioral rating scale to measure children’s social competence and identify problem behaviors.

What the Study Found

The study focused on ten child academic and social outcomes related to children's school readiness. To find out whether a specific level of classroom quality had to be in place to achieve these academic and social outcomes, the study identified each classroom's level of quality in terms of whether the quality was low, moderate, or high. Then, based on differences between children's fall and spring test scores, researchers looked at the relationship between the classroom's level of quality and the strength of the ten academic and social outcomes.

Here are the findings:

- When teachers were more responsive and sensitive and were rated as providing high-quality emotional support, children showed better social adjustment and fewer behavior problems.
- In classrooms where teachers were rated as showing lower levels of emotional and instructional support, children experienced no benefits from the interactions with their teachers.
- Children showed more advanced academic and language skills when their pre-k teachers provided instruction rated in the moderate to high-quality range.

Thus, moderate to high-level classroom quality seems necessary for improving low-income children's social skills, reducing behavior problems, and promoting reading, math, and language skills. This means goals for pre-k may be achievable only if programs ensure high-quality teacher-child interactions and mid-to-high-quality instruction.

A threshold for classroom quality does, in fact, seem to exist. You can think of the continuum from moderate to high-quality as the "threshold range."

What the findings mean for early childhood programs

You might expect that children would simply get fewer benefits from low quality programs. But this study shows that programs need to function at least at the mid-level of quality and often times higher to get to good results for children. Lower levels of quality do not help children develop socially or academically.

Linking Research to Practice

So, what does this mean for program administrators and teachers? These findings confirm that the level of classroom quality matters. But there's more: the findings indicate that when the level of classroom quality goes below a certain level, children do not appear to gain school readiness benefits from their participation in the program.

Children are more likely to develop good social and academic outcomes when the quality level of their classrooms is in the threshold range: i.e., from the moderate- to high-range of classroom quality. Unless state-funded pre-k classrooms function within the threshold range, participating children will not be well served.

Results of this work suggest the following implications and recommendations:

- The finding that there are not associations between quality and child outcomes in low quality programs provides further evidence that state or federal funding or vouchers for lower quality programs should be ended if the goal is to enhance children's cognitive and social development.
- Furthermore, the presence of threshold effects suggests that quality enhancement programs should focus on improving lower quality programs only if those enhancement programs (e.g. professional development) have demonstrated impacts that improve quality to the active range of effects on child outcomes.
- And these results suggest that making small improvements in quality may have positive effects on child outcomes if they move low-quality programs into the moderate-to-high quality range.
- Given the very high numbers of programs in which quality is below the threshold for impacts on child outcomes, it is imperative to attend to all three of these recommendations in any comprehensive quality improvement strategy.

This edition of *NCRECE In Focus* was prepared by Stacie G. Goffin of the Goffin Strategy Group in consultation with the National Center for Research on Early Childhood Education, based on the paper noted below and supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305A060021 to the University of Virginia. The opinions expressed are those of the authors and do not represent views of the U.S. Department of Education. Readers should refer to the paper on which this *In Focus* is based for more information.

Burchinal, M., Vandergrift, N., Pianta, R., & Mashburn, A. (in press). Threshold Analysis of Association between Child Care Quality and Child Outcomes for Low Income Children in Pre-kindergarten Programs. *Early Childhood Research Quarterly*.

Reduce the Deficit, Strengthen the Economy, and Reform Education by Supporting Early Development



An expert on early childhood development, Dr. J. Ronald Lally has served as director of child- and family-related programs at WestEd since 1978. He currently is co-director of WestEd's Center for Child and Family Studies. Recently he has been an advisor to the Australian government, and the Australian states of New South Wales and South Australia.

Lally is one of the founders and a board member of ZERO TO THREE: National Center for Infants, Toddlers, and Families. He is the author of numerous publications focusing on early childhood development. A few of his recent publications are:

"The Link Between Consistent Caring Interactions with Babies, Early Brain Development & School Readiness," Current Debates and Issues in Pre-Kindergarten Education, Brookes Publishing, in press.

"School Readiness Begins in Infancy: Social Interactions During the First Two Years of Life Provide the Foundation for Learning," Kappan Magazine, November 2010.

"The Science and Psychology of Infant-Toddler Care: How an Understanding of Early Learning Has Transformed Child Care," The Journal of Zero to Three, November 2009.

Prior to joining WestEd, Lally was a professor at Syracuse University and chair of its Department of Child and Family Studies.

Lally received his EdD in educational psychology from the University of Florida. He holds a post-doctoral certificate of Infant Testing from the Child Development Research Center in London.

As Congress sits down to write the budget for both 2011 and 2012 it is looking for ways to both reduce the deficit and increase the effectiveness of dollars spent on education. High-quality early childhood services should be seen as a significant part of their plan. Fifty years of solid research has documented these services as the most economically viable approach to building better students and productive citizens. Early childhood services have been proven to:

- narrow the achievement gap,
- increase high school graduation rates,
- reduce crime and delinquency, and
- **yield up to \$7 for every public dollar invested.**

The economic justification for investment in early childhood has been firmly established. Economist, Art Rolnick of the Federal Reserve Bank of Minneapolis, finds that such investments yield returns which far exceed the gain of most economic development projects.

Nobel prizewinning economist James Heckman's analysis of the Perry Preschool Program Data shows a 7% to 10% per year return on investment based on:

- increased school and career achievement,
- reduced costs in remedial education,
- reduced health costs, and
- decreased criminal justice system expenditures.

His analysis of the Chicago Child Parent Center Study estimated \$48,000 in benefits to the public, per child, from half-day preschool attendance by at-risk children. Participants at age 20 were:

- more likely to have finished high school,
- less likely to have been held back,

- less likely to need remedial help, and
- less likely to have been arrested.

He also calculated that a 5% increase in male high school graduation rates would save the state of Illinois \$379 million and that a high school graduate brings in \$400,000 more in lifetime earnings than a high school dropout. Heckman concluded that quality early childhood services are the most economically efficient way to provide our country with the highly educated, skilled workforce it needs for a successful economic future.

Recent neuroscience research also makes the case that increased focus on the early years will yield great benefits. Before the age of five, the brain builds its cognitive and language foundations and also structures for the development of character skills such as attentiveness, motivation, self-control and sociability. The neuroscientists warn that when young children, of any background, miss out on enriching experiences during this critical time period pernicious achievement gaps emerge along with accompanying economic costs.

It is clear that America must deal with the deficit it faces and cut wasteful spending. At the same time, it is also clear that we will grow the deficit if we don't grow a more skilled workforce and develop a strong and productive citizenry. Currently, we find that we are spending too many dollars on compensatory efforts put in place to fix problems not addressed in the early years. We, at present, face record rates of high school dropouts, a lack of college graduates, increasing rates of obesity, rising crime and a growing underclass – expensive outcomes all partly attributable to inadequate attention to early development.

As the budgets for 2011 and 2012 are being written attention to the early years needs to be seen as a legitimate cost saving mechanism. Attention to four major components of the federal budget where services should at least be kept at current levels, **as a way of solving deficit issues**, should be considered as part of deficit reduction activity:

1. Childcare and Development Block Fund
Currently only one in six eligible children receive child care assistance.
 - **Recommendation:** Sustain current level of funding (approximately \$8 billion).
2. Head Start and Early Head Start
Currently only 4% of eligible infants and toddlers participate in Early Head Start and less than half of eligible preschool-age children access Head Start.
 - **Recommendation:** Sustain current level of funding (approximately \$8.2 billion).

3. Elementary and Secondary Education Act

There is no current section of the act which relates to services for children birth to five.

- **Recommendation:** Specify funding for ESEA to promote investment at the local level in high quality early childhood programs for children from birth to school entry.

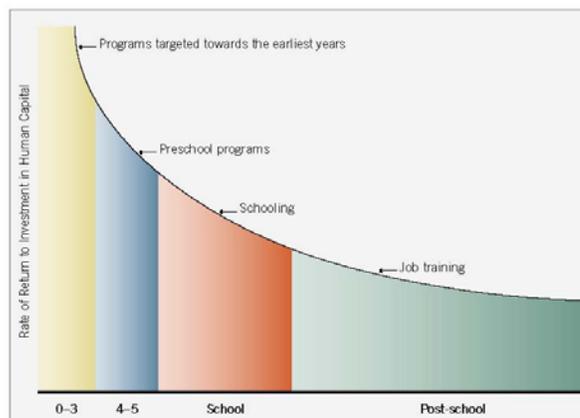
4. Individuals with Disabilities Education Act, Part B – preschool; Part C – to children under age 3.

- **Recommendation:** Sustain the current level of funding including the \$400 million for preschool and \$500 million for infant and toddler programs that was added to the 2010 budget.

For more information about the recommendations, go to www.clasp.org.

If the budgets for Head Start, Early Head Start and the Child Care and Development Block Fund are reduced to 2008 levels, as some are proposing, 675,000 children under five would lose services and compensatory costs from lack of service would rise.

The economic analysis of James Heckman proves that early childhood development is more cost-effective than other types of remediation.



Early childhood education is an efficient and effective investment for economic and workforce development. The earlier the investment, the greater the return on investment.