



CHILD CARE PLANNING COMMITTEE

February 5, 2014

12:00 p.m. – 2:00 p.m.

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



PROPOSED AGENDA

- | | | |
|-------|--|---|
| 1. | Welcome and Introductions (10 minutes) | Richard Cohen, Chair |
| noon | <ul style="list-style-type: none">Opening StatementComments by the Chair | |
| 2. | Approval of Minutes (5 minutes) Action Item | Richard Cohen |
| 12:10 | <ul style="list-style-type: none">January 8, 2014 | |
| 3. | Governor's Proposed State Budget for 2014-15: Child Care and Development Services (10 minutes) | Lisa Wilkin, Co-chair
Joint Committee on Legislation |
| 12:15 | <ul style="list-style-type: none">Presentation and Discussion | |
| 4. | Transitional Kindergarten for All (15 minutes) | Araceli Sandoval-Gonzalez
Early Edge California |
| 12:25 | <ul style="list-style-type: none">Overview of SB 837 (Steinberg): Kindergarten Act of 2014 (e.g. Transitional Kindergarten) | |
| 5. | Breakout Group Discussions (40 minutes) | Facilitators: |
| 12:40 | <ul style="list-style-type: none">WorkforceQualityBirth through Three Year OldsRelationship to Federal LegislationMixed Delivery System/Braiding | Randi Wolfe
Dianne Philiposian
Carolyn Brennan
Tessa Charnofsky
Richard Cohen |
| 6. | Presentation of Breakout Group Recommendations (30 minutes) | Facilitator: |
| 1:20 | | Karla Pleitez Howell |
| 7. | Announcements and Public Comment (5 minutes) | |
| 1:50 | | |
| 8. | Call to Adjourn | Richard Cohen and Andrea Joseph |

Next Meeting

Wednesday, March 5, 2014 • 12:00 – 2:00 p.m.
Center for Healthy Communities at
The California Endowment
1000 N. Alameda St., Mojave Room
Los Angeles, CA 90012

MISSION STATEMENT

The mission of the Child Care Planning Committee is to engage parents, child care providers, allied organizations, community, and public agencies in collaborative planning efforts to improve the overall child care infrastructure of Los Angeles County, including the quality and continuity, affordability, and accessibility of child care and development services for all families.

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Los Angeles County Child Care Planning Committee

Children's Institute, Inc. – Otis Booth Campus
2121 West Temple Street
Los Angeles, CA 90026

Meeting Minutes – January 8, 2014

Members in Attendance: (30) Norma Amezcua, Rachele Pastor Arizmendi, Rocio Bach, Mariana Arellano-Renteria for Jennifer Barraza, Joanne Brannigan for Telma Ruiz Bayona, Darlene Cabrera, Ana Campos, Connie White for Edilma Cavazos, Richard Cohen, Flor Perez for Debra Colman, Mona Franco, Andrea Joseph, Jennifer Kuida, Terri Lamb, Ritu Mahajan, Cyndi McCauley, Michelle Morse, Laurel Parker, Dianne Philibosian, Diana Pinto, Nurhan Pirim, Ancelma Sanchez, Judy Sanchez, Kathy Schreiner, Janet Scully, JoAnn Shalhoub-Mejia, Roselle Schafer for Sarah Soriano, Holli Tonyan, Truyen Tran, Lisa Wilkin and Carolyn Wong

Guests and Alternates: Rosa Arevalo, Maria Balakshin, Robert Beck, Nacera Bendelhoum, Ellen Cervantes, Stephanie Cohen, Steve Erwin, Dr. Nancy Ezra, Claudia Garcia, Nora Garcia-Rosales, Araceli Gonzalez, Karla Pleitez Howell, Leticia Lara, Dr. Sandy Lee, Flor Mendez, and Joyce Robinson

Staff: Helen Chavez, Michele Sartell, Jocelyn Tucker

I. Welcome and Introductions

Richard Cohen, Chair, opened the meeting at 12:45 p.m. He read the opening statement and then welcomed members and guests by asking them to introduce themselves.

Richard made the following comments:

- Welcomed members, alternates and guests to Children's Institute, Inc. The Otis Booth Campus functions as a place/neighborhood-based program for children, families and members of the community to gather. Two years ago, the Reggio Emilia inspired early care and education program opened and benefits from the integration of services at Children's Institute.
- New Brown Act change effective January 1, 2014 – SB 751 (approved by the Governor on September 6, 2013) amends the Brown Act to require all Brown Act Bodies to "publicly report any action taken and the vote or abstention on that action of each member present for the action." Going forward, the minutes will reflect the names of members abstaining or the nature of their votes when unanimity is not met. Richard thanked member Nurhan Pirim for bringing the item to our attention

Richard set the tone for the meeting by reflecting on the importance of the Planning Committee's work rooted in the Protective Factors framework that builds on family strengths. He spoke about early care and education programs as stable environments for children and contributing to successful children and families. Early care and education programs are unique in that they see children every day and a family member, usually a parent, is involved in the program at a minimum twice a day during drop off at the beginning of the day and pick up at the end of the day. Early childhood mental health professionals working with children and families often do not have the same kind of access to families, however likewise are committed to good outcomes for children and understand the impact early educators have on those outcomes. Later in the agenda, members and guests would learn about one model for creating partnerships between early care and education programs and early childhood mental health consultation as a means for benefiting children and families as well as the programs that serve them.

II. Approval of Minutes

The Chair called for a motion to approve the minutes from December 9, 2013. Lisa Wilkin made the motion to approve; the motion was seconded by Darlene Cabrera. The motion passed unanimously by the members present.

III. Report from the Joint Committee on Legislation

A. Budget and Legislative Themes for 2014

Lisa Wilkin provided a brief overview of the Joint Committee on Legislation (Joint Committee), which has been tasked by the Planning Committee and Policy Roundtable for Child Care and Development (Roundtable) to monitor state and federal legislation and budgets and guide the development of recommended positions on selected bills and the Governor's budget and May revise for proposal to the Board of Supervisors by both bodies. The Joint Committee generally meets on the fourth Monday of the month from 12:00 to 2:00 p.m. from January through June at the Department of Children and Family Services office located in Norwalk. She then announced that Maureen Diekmann, Director of the Early Childhood Education Division at the Los Angeles Unified School District, will be joining her as the new co-chair of the Joint Committee on behalf of the Roundtable.

Lisa directed members to their meeting packets for the handout announcing that Governor Brown will introduce his proposed State Budget for 2014-15 on January 10th. Given the more positive nature of the State economy evidenced by higher revenues, the big question is whether the Governor will restore program services or focus on paying down the wall of debt. The Joint Committee will peruse the budget summary and budget bills for changes in funding levels that may go towards restoring funds lost between 2008 and 20012. A full report on the proposed budget will be made at the February meeting with an opportunity for folks to weigh in

Lisa noted that the legislature is entering the second year of a two year session that covers 2013-2014. The Joint Committee anticipates legislators will reintroduce bills that did not make it out of committee during last session as well as introducing new bills. As for new legislation, expect to see bills proposing expansion of Transitional Kindergarten. Early Edge California is promoting a proposal that would reform California's Early Education System by creating 1) Transitional Kindergarten for all four year old children; and 2) California "Strong Start" for children from birth through three years old (refer to handouts included in meeting packets). As of yesterday, Senator Steinberg introduced SB 837, which would create the Kindergarten Readiness Act of 2014, requiring all school districts or charter schools that offer kindergarten additionally offer transitional kindergarten. The bill defines the learning environment, requires promoting integration and alignment with the early learning and child care system and elementary education system, authorizes school districts or charter schools administering transitional kindergarten to contract with public local agencies or private local providers to deliver the program, and requires private local providers participating in the delivery of transitional kindergarten to be considered a public school employer. Lisa commented that considering the fire power of the co-sponsors, unless the Governor vetoes the bill, it is likely to be passed. As such, it will be critically important for the early care and education field to weigh in and help shape the legislation.

B. Planning Council Role (Strategic Plan)

Karla Pleitez Howell explained the process for obtaining a County position on legislation and State budget proposal, which is initiated as a recommended position by the Roundtable with weigh in by the Planning Committee. Important to the process is the Planning Committee selecting a representative to sit on the Roundtable. In addition, the Planning Committee created a mechanism

to ensure their voice is represented through the Strategic Planning process that resulted in a goal area, Planning Council Role. During her comments, Karla referred members and guests to their meeting packets for a copy of the Strategic Plan section on the Planning Council Role.

IV. Report for the Policy Roundtable for Child Care and Development

Karla reported that the Roundtable discussed SB 837 with a representative of Early Edge California at the meeting earlier in the day. The Early Edge representative admitted that it is not a perfect bill; they want to engage in discussions with stakeholders and use the information gathered to help shape future amendments. During the Roundtable discussion, the following issues were raised: 1) “Transitional Kindergarten” - members expressed concern with framing the program as “transitional kindergarten” rather than preschool. It was explained that the nomenclature is critical to using ADA (Average Daily Attendance) dollars to fund it; 2) classroom size and ratios – some transitional kindergartens have 30 preschoolers in the classroom. The legislation limits class size to 20 children with ratios of one teacher per 10 children; 3) mixed delivery system – more clarity is needed on how transitional kindergarten will be delivered by the existing system; and 4) part-day and wrap – the legislation creates transitional kindergarten as a half-day program. If it is provided in school districts, what is the plan for the remainder of the day?

Karla then reported that the Roundtable has a representative as an *ex officio* member on the First 5 LA Commission and she was recently appointed as that representative. She looks forward to the opportunity to give information from the perspective of on the ground services, particularly important this year as the Commission updates its strategic plan that will define the projects it funds.

Maria Balakshin of the California Department of Education was in attendance and introduced to the membership. She thanked the Planning Committee for the warm welcome, stating that she is eager to hear thoughts and opinions from the local level to ensure quality services are provided to children.

Dianne Philibosian asked for a status update on the development at the state level for an ECE credential given the workforce requirements contained in the bill. Terri Lamb provided a very brief update by referring members and guests to <http://workforce.laup.net/> and offered to send flyers regarding upcoming information sessions to Michele Sartell for distribution to the membership and other interested parties.

V. Early Childhood Mental Health Consultation

Richard Cohen introduced the three panelists Nancy Ezra, Ph.D. and Director of Early Childhood Mental Health Infant-Family & Early Childhood Mental Health Specialist Reflective Practice Facilitator Mentor, Nacera Bendelhoum, a mental health consultant, and Araceli Gonzalez, a classroom teacher – all with Children's Institute, Inc.

Nancy began her presentation with a bit of her career trajectory that includes working with three to five year old children in a high quality early care and education program to teaching second grade to running a large family child care home to becoming a leader in the field of early childhood mental health. In her position with Children's Institute, Nancy is able to blend her past experiences working with young children in early childhood settings with her therapeutic experiences. She then referred the audience to her comprehensive PowerPoint presentation (available for download at the Office of Child Care website at www.childcare.lacounty.gov; click on “About Us” and then the Child Care Planning Committee for the links to the meeting materials).

Early childhood mental health consultation (ECMHC) is defined as the collaboration between a professional consultant with mental health expertise and consultees and their caregivers in early child settings. Those benefiting from ECMHC include the young children enrolled in early care and

education programs as well as their family members and the staff. ECMHC involves programmatic consultation that focuses on a general program or classroom issue and child/family consultation with a focus on a particular child with challenging behavior and/or the family of the child. Goals include reducing the impact of mental health problems among children in early care and education settings and building the capacity of the staff, programs and families to promote young children's healthy social and emotional development and address challenging behaviors.

Nancy discussed the limited, yet growing research and described the pyramid model that sets prevention as the foundation with varying levels of intervention. She also focused on what constitutes highly qualified consultants, including content knowledge relating to infant/early childhood mental health, typical and atypical child development, cultural and linguistic competence and awareness of service systems and community resources. She discussed the services embedded in high quality ECMHC and recommendations for a model design, including a comprehensive approach for integrating ECMHC into an early care and education program. Nancy concluded her presentation with broad future goals for the field of ECMHC.

Nacera Bendelhoum and Araceli Gonzalez shared their experiences of working as a team to address the mental health needs of the children in the classroom. Staff visit all of children and their families enrolled in their early care and education programs and work with parents to conduct developmental screenings of the children using the Ages and Stages Questionnaire. Based on the screenings, the teachers reflect on the results in conjunction with classroom observations with the ECMHC. As needed, the ECMHC meets with the parents, provides education and give handouts and then follow up. And as needed, the ECMHC will refer the families and help them access additional services. Staff and the ECMHC meet weekly to discuss characteristics of typical development in children and engage in problem solving sessions.

Anecdotally, Children's Institute notices less stress and decreased absences among its staff and has seen a reduction in staff turnover. Challenges include accessing occupational therapy around sensory integration, important to mental health and integral to self-regulation. With respect to serving children in the foster care system, help is needed in obtaining signatures on paperwork and reaching the child's social worker. CASA (Court Appointed Special Advocates) was suggested as a source of support in this area.

Questions and comments were raised regarding funding mechanisms, the program and time commitment required, and handling of referrals to other service providers. Funding ECMHC in early care and education systems continues to be an issue. There is hope that funding under the Prevention and Early Intervention of the Mental Health Services Act could open up. The goal is to shoot for a high dosage/high intensity presence that involves 16 hours of consultation weekly and four hours per week of home visits, however the field is not yet there. It requires a long-term, committed relationship with the program and its staff. Important to the model is ensuring time for consultation with the teaching staff, meaning that the administrator needs to be on board.

Richard thanked the speakers and acknowledged that there is a need to continue this discussion.

VI. Announcements and Public Comment

- **LA ECE Bridge Fund Survey** – Joyce Robinson of the Low Income Investment Fund (LIFF) made a plea to representatives of center-based programs holding contracts with the California Department of Education/Child Development Division (CDE/CDD) to urge their Executive Directors to complete the survey if they have not already done so. The survey will help inform the ongoing direction of the fund originally designed to help programs experiencing cash flow issues that may occur due to delays of payments from the State.

VII. Adjournment

The Chair called for a motion to adjourn. Karla Pleitez Howell made the motion; Andrea Joseph seconded the motion. The meeting was adjourned at 2:35 p.m.

Approved

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GOVERNOR'S PROPOSED 2014-15 STATE BUDGET CHILD CARE AND DEVELOPMENT SERVICES

Overview

On January 9, 2014, Governor Jerry Brown released his proposal for the 2014-15 State Budget. The proposed Budget is consistent with the Governor's continued theme of prudence even as the economy recovers, by maintaining his long term goal of ensuring economic stability and decreasing the State's debts and liabilities. Yet, increased revenues as a result of Proposition 30, passed by voters in November of 2012, allows for ongoing investments in education, with \$10 billion in new Proposition 98 funding for this year. This new funding will increase K-12 funding per child and support colleges and universities in efforts to help students obtain their degrees in a timely manner. The Budget proposes additional monies committed to the expansion of Medi-Cal benefits under federal health care reform and other safety net programs.¹

In contrast, funding for subsidized child care and development programs, which has weathered deep cuts since 2008, remains flat despite increased revenues. The remainder of this policy brief summarizes the 2014-15 proposed Budget for these programs that contribute to the overall well-being of children and their low-income families. Table 1 (see page two) compares proposed 2014-15 funding levels for each of the child care and development programs with Fiscal Year (FY) 2013-14 funding levels.

Proposition 98 – California State Preschool Program

The Governor's Budget Summary for 2014-15 is silent on the California State Preschool Program (CSPP). Last year's Budget for CSPP was augmented with \$25 million with the Governor indicating that the augmentation was on a one-time basis. The 2014-15 Budget bills introduced on January 9, 2014 indicate that the augmentation has been extended. In addition, a slight increase in funding compared to the current budget year reflects an adjustment of .42 percent to the base funding for an increase in the birth to four year old population. (see Table 1).²

Non-Proposition 98 Child Care and Development Services

Overall, the Budget proposes minor adjustments to child care and development services that fall outside of the Proposition 98 guarantee. The Budget proposals are as follows:

- Increases CalWORKs Child Care Stage 2 funding by \$6.3 million to reflect an increase in the cost-per-case of eligible beneficiaries and a slight decrease in the number of cases. Total base cost for Stage 2 is \$364.1 million.
- Increases funding for CalWORKs Child Care Stage 3 by \$2.8 million to reflect an increase in the cost-per-case of eligible beneficiaries and a decrease in the number of cases. Total base cost for Stage 3 is \$185.8 million.
- Suggests a net decrease of \$9.1 million in federal Child Care and Development Funds to reflect a reduction of available carryover funds of \$3.2 million and decrease of \$5.9 million to the base grant. Total federal funding is \$555.6 million.³

- Reflects an adjustment of .42 percent to the base funding for General Child Care, Migrant Care, Alternative Payment, and the Handicap Allowance for an increase in the population of birth to four year olds.⁴

Table 1. Comparison between Budget Act of 2013 and Proposed Budget for 2014-15

Programs	Budget Act of 2013⁵	Proposed Budget Act of 2014⁶	Variance
Proposition 98 General Fund			
State Preschool ⁷	\$506,965,000	\$509,094,000	\$2,129,000 ⁸
Non-Proposition 98 General Fund⁹			
General Child Development	\$476,938,000	478,972,000	\$2,034,000
Migrant Child Care	\$26,742,000	26,856,000	\$114,000
Alternative Payment (AP) Program	\$178,501,000	179,262,000	\$761,000
CalWORKs Stage 2 (AP)	\$357,797,000	364,138,000	6,341,000
CalWORKs Stage 3 (AP)	\$183,000,000	185,843,000	\$2,843,000
Resource and Referral Programs	\$18,687,000	\$18,687,000	No change
Handicap Allowance	\$1,457,000	\$1,462,000	\$5,000
CA Child Care Initiative	\$225,000	\$225,000	No change
Quality Improvement	\$48,063,000	\$46,476,000	(\$1,587,000) ¹⁰
Local Planning Councils	\$3,319,000	\$3,319,000	No change
Accounts Payable	\$4,000,000	\$4,000,000	No change
Non-Proposition 98 Sub-total	\$1,298,729,000	\$1,309,240,000	\$10,511,000
Child Care Facilities Revolving Fund	\$5,000,000	\$5,000,000	No change
Cost of Living Adjustment (COLA) ¹¹	\$0	\$0	No change
Growth ¹²			
Proposition 98 and non-Proposition 98 Sub-total	\$1,805,694,000	\$1,818,334,000	\$12,640,000
Department of Social Services			
CalWORKs Stage 1	\$406,800,000 ¹³	\$385,000,000	(\$21,000,000)
Learning Supports			
After School and Education Safety Program	\$546,904,000	\$546,902,000	(\$1,000)
21 st Century Community Learning Centers	\$132,395,000 ¹⁴	\$121,695,000	(\$10,700,000)
Cal-SAFE Child Care	Among categorical programs eliminated due to education finance reform.		
Pregnant Minor Program			
Learning Supports Totals	\$679,299,000	\$668,597,000	(\$10,702,000)
California Community Colleges			
Campus Child Care Tax Bailout	\$3,350,000	\$3,350,000 ¹⁵	No change
Cal-WORKs Child Care – Community Colleges	\$9,188,000	\$9,188,000 ¹⁶	No change
State Advisory Council on Early Childhood Development	\$162,000 ¹⁷		
Race to the Top-Early Learning Challenge Fund ¹⁸	\$11,339,000 ¹⁹	\$21,025,000	\$9,686,000

CalWORKs Parent/Child Engagement Demonstration Pilot

The Budget proposes initiating a pilot project to “support the most vulnerable low-income families who experience multiple barriers as they attempt to enter the workforce and lack access to licensed child care or fall into CalWORKs sanction status.” The pilot project would be implemented in six counties and targeted to 2,000 families over three years at a cost of \$9.9 million in General Funds assuming enrollment of the first cohort of families by March 2015 and \$115.4 million over three years. The pilot would be designed to:

- Connect vulnerable children with stable licensed child care
- Engage parents with their children in the child care settings
- Enhance parenting and life skills

- Provide parents with work readiness activities that move the family toward self-sufficiency²⁰

Community Care Licensing

The proposed Budget adds \$7.5 million (\$5.8 million General Fund) and 71.5 positions for quality enhancement and program improvement. In addition, the Budget proposes a 10 percent increase in licensing fees to partially support the changes. Specifically, funding would:

- Strengthen enforcement through increased civil penalties and improve the timeliness of investigations.
- Establish a centralized complaint hotline to assist in gathering information, prioritizing and dispatching incoming complaints to the regional offices.
- Achieve quality assurance and consistency for consumer safety and protection throughout the state.²¹

Subsequent to the release of the proposed Budget, the California Department of Social Services (CDSS) hosted a conference call on January 17, 2014 to discuss this item. During the question and answer period, the CDSS representative stated that centralizing certain functions and creating efficiencies would assume that regional staff would be freed up to conduct more frequent inspections of licensed facilities. She continued that the proposal, however, does not make an actual change to the protocol that requires unannounced visits to occur, at a minimum, every five years.

Potential Impact of Federal Omnibus Appropriations Bill for FY 2014

On January 17, 2014, President Obama signed the FY 2014 spending bill, which includes significant investments in early care and education programs as follows:

- Increases funding for Head Start by \$1.025 billion, of which
 - \$400 million is for Head Start
 - \$100 million is for a COLA
 - \$25 million is for re-designation activities
 - \$500 million is for the expansion of Early Head Start and the new discretionary Early Head Start-Child Care Partnership Grants
- Increases the Child Care and Development Block Grant by \$154 million
- Allocates \$250 million to preschool development grants, which are part of the Strong Start proposal that makes funds available to States on a competitive basis for capacity building to develop, enhance or expand high quality preschool programs including comprehensive services and family engagement
- Provides \$158 million to maintain the Striving Readers Comprehensive Literacy grants available to local education agencies and early childhood providers for literacy professional development and support for children from birth to kindergarten
- Increases funding for Part C early intervention grants by \$18 million²²

Unknown is what, if any impact, the federal investments may have on funding allocations to child care and development programs when the Governor releases his revised Budget plan for 2014-15 in May.

For More Information on 2014-15 Budget Bills: Impact on Children and Families

Organizations that have developed overviews and analyses of the proposed 2014-15 State Budget as it impacts education and safety net services for children and families, including child care and development are as follows:

California Budget Project	www.cbp.org
Child Development Policy Institute	www.cdpi.net
Early Edge California	http://www.earlyedgecalifornia.org/
Legislative Analyst's Office	www.lao.ca.gov
Western Center on Law and Poverty	www.wclp.org

A number of national organizations that monitor and advocate on behalf of early care and education at the federal level include:

Center for Law and Social and Social Policy (CLASP)	www.clasp.org
National Association for the Education of Young Children (NAEYC)	www.naeyc.org
National Women's Law Center	www.nwlc.org
ZERO TO THREE	www.zerotothree.org

For questions or comments regarding this policy brief, contact Michele Sartell at the Los Angeles County Office of Child Care by e-mail at msartell@ceo.lacounty.gov or by telephone at (213) 974-5187.

¹ Brown, Jr. E.G. *Governor's Budget Summary – 2014-15*. State of California, January 10, 2014.

² AB 1457 (Skinner): Budget Act of 2014 and SB 851 (Leno): Budget Act of 2014. Introduced: January 9, 2014; Item 6110-196-0001, Provision 3.

³ Brown, Jr. E.G. *Governor's Budget Summary – 2014-15*. State of California, January 10, 2014.

⁴ AB 1457 (Skinner): Budget Act of 2014 and SB 851 (Leno): Budget Act of 2014. Introduced: January 9, 2014; Item 6110-194-0001, Provision 5.

⁵ AB 110, Chapter 20: Budget Act of 2013, Approved: June 27, 2013; items 6110-194-0001, 6110-196-0001.

⁶ AB 1457 (Skinner): Budget Act of 2014 and SB 851 (Leno): Budget Act of 2014. Introduced: January 9, 2014; Items 6110-194-0001, 6110-196-0001.

⁷ Of the funding allocated to State Preschool, up to \$5,000,000 is available for the family literacy supplemental grant provided to California State Preschool Programs pursuant to Education Code Section 8238.4.

⁸ Amount reflects an adjustment to the base funding of .42 percent for an increase in the birth to four year old population.

⁹ Of the proposed appropriations for child care and development programs funded outside of Proposition 98, \$555,631,000 is payable from Federal Trust Funds. The funding is \$728,000 less than the appropriation (\$566,359,000) made under the Budget Act of 2013. Of the federal allocation, \$10 million is

from the transfer of fund from the federal Temporary Assistance for Needy Families (TANF) Block Grant administered by the State Department of Social Services to the federal Child Care and Development Block Grant for CalWORKs Stage 2 Child Care; \$20,723 is available on a one-time basis for CalWORKs Stage 3 child care from federal Child Care and Development Block Grant (CCDBG) fund appropriated prior to the 2014-15 federal fiscal year. (AB 1457 (Skinner): Budget Act of 2014. Introduced: January 9, 2014; Item 6110-194-0890, Provisions 2 and 4.)

¹⁰ Note that the Budget Act of 2013 included a reduction to the line item for quality improvements of \$1,427,000. With the proposed reduction of \$1,587,000 for 2014-15, this is a two year reduction of \$3,014,000 in funding for quality activities.

¹¹ The Cost of Living Adjustment (COLA) is not set to resume until FY 2015-16 based on current law.

¹² Growth is adjusted at .42 percent of the base funding for State Preschool, General Child Care, Migrant Care, Alternative Payment and the Handicap Allowance and is reflected in each of the budget items in the matrix rather than the line item for Growth.

¹³ *California Child Care Programs Local Assistance –All Funds – 2013-14 Governor’s Budget.*

¹⁴ Of the funding allocation to the 21st Century Community Learning Centers, \$10,700,000 was provided in one-time carryover funds to support the existing program.

¹⁵ AB 1457 (Skinner): Budget Act of 2014. Introduced: January 9, 2014; Item 6870-101-0001(23).

¹⁶ AB 1457 (Skinner): Budget Act of 2014. Introduced: January 9, 2014; Item 6870-101-0001(8), Provision g.

¹⁷ AB 1464, Chapter 21: 2012-13 Budget, Approved: June 27, 2012; 6110-199-0890.

¹⁸ U.S. Department of Education American Recovery and Reinvestment Funds.

¹⁹ Of the funding for Race to the Top-Early Learning Challenge (RTT-ELC), \$10,150,000 was available for allocation to the local regional leadership consortia to improve upon or develop quality rating improvement systems.

²⁰ Brown, Jr. E.G. Governor’s Budget Summary – 2014-15. State of California, January 10, 2014.

²¹ Ibid.

²² National Association for the Education of Young Children (NAEYC). *NAEYC Children’s Champion Alert. Public Policy Update*, January 14, 2014 and January 27, 2014.

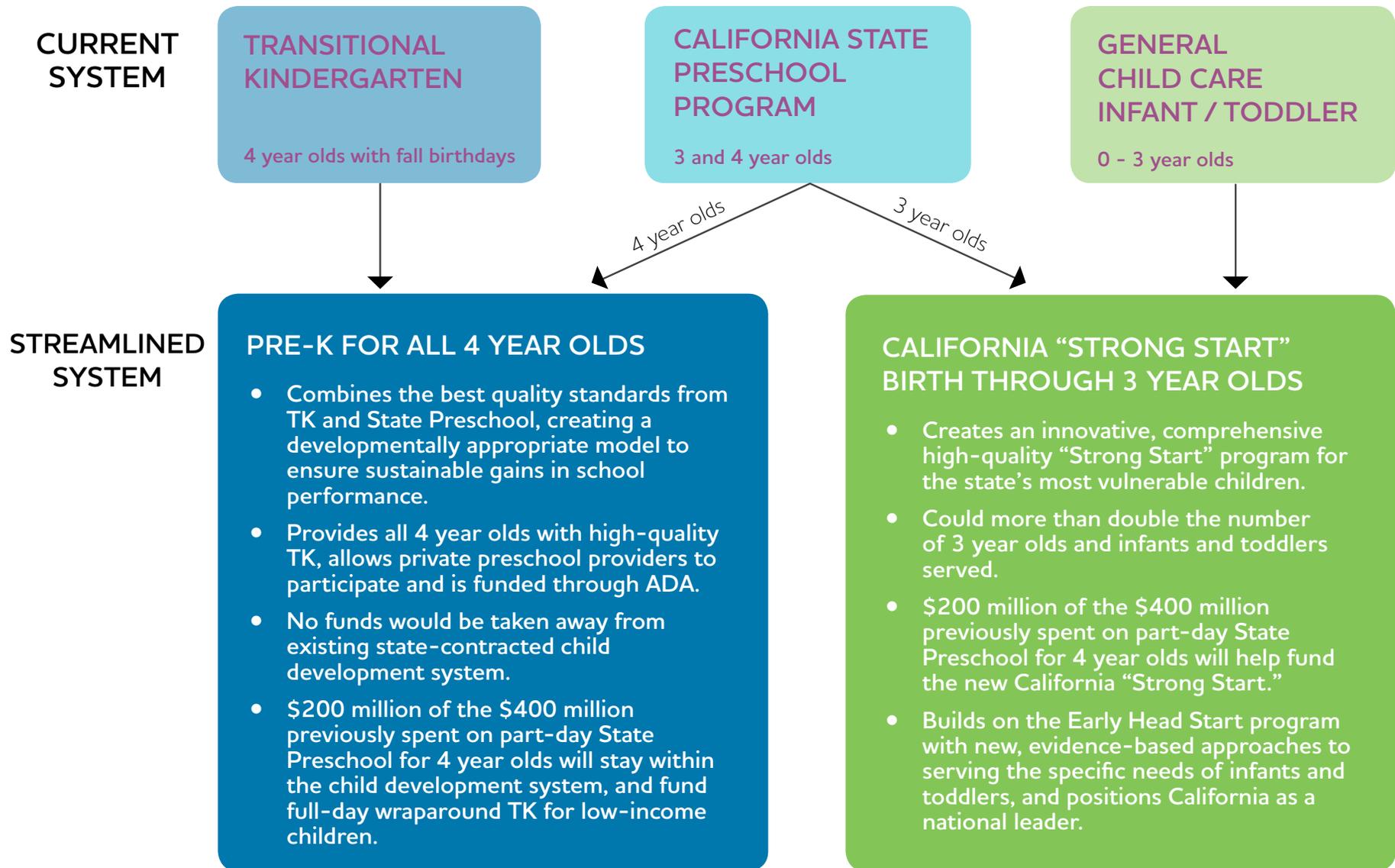
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CALIFORNIA'S EARLY CHILDHOOD EDUCATION SYSTEM

Two major policy frameworks aim to improve California's early learning system so that it serves more children, in better programs, and all children are ready for success in school.

2014 is poised to become a momentous year for early learning. Bolstered by a powerful body of research, increasing public support and a stronger economy, leaders at the state and national levels are calling for greater investment in early learning.

We have a clear path forward for our youngest learners. Now is the time to ensure all of California's young children have the strong foundation they need to succeed in school and beyond. Here's how we can do that:



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SB 837 (STEINBERG)

Kindergarten Readiness Act

Joint Authors: Senators Beall, Block, DeLeon, DeSaulnier, Hancock, Hill, Lara, Leno, Liu and Wolk
Co-author: Assemblymember Bonta

SUMMARY

Senate Bill 837, the Kindergarten Readiness Act, makes one year of voluntary, high quality transitional kindergarten available to every 4 year old in California, so that all children are ready for success in school.

BACKGROUND

A powerful body of research shows that investing in early education is highly effective in increasing high school graduation and college attendance, decreasing crime, and building a stronger economy and middle class. That is why there is overwhelming public support for increasing investments in pre-k.

Promising new reforms such as the Common Core State Standards and the Local Control Funding Formula establish greater equity and quality in California's public K-12 education system. However, neither of these reforms addresses the reality that the achievement gap is formed well before children arrive in kindergarten.

Recent Stanford research shows that by age 2, low-income children are six months behind in language development relative to their higher income peers. By age 5, low-income children are more than two years behind in language development.

In California, too many children miss out on a critical developmental window of

opportunity. Only half of California low-income preschool-aged children are served in State Preschool or Head Start, and only one-quarter of all children are eligible for the current transitional kindergarten program.

Children who do not read proficiently by the end of 3rd grade are four times more likely to not graduate from high school on time. Too few California children are on track to read well by this all-important milestone; just 48% of 3rd graders test proficient or better in English-language arts. The costs of attempted remediation, in the form of repeated grade-levels, special education placements and other interventions, are high.

Longitudinal studies show that every dollar invested in high-quality early education programs generates \$7 or more in returns. Savings come in the form of lower grade retention, lower crime rates, and higher lifetime earnings.

If California were to invest in high quality transitional kindergarten for all, the savings in the prison system alone are estimated to be \$1.1 billion a year due to the reduction in prison population by 13,000 prisoners.

Now is the time to make a wise investment in transitional kindergarten for all.

THIS BILL

SB 837 will:

- Provide all 4 year olds with high-quality, developmentally appropriate transitional kindergarten (TK).
- Combine the best quality standards from current TK and State Preschool, creating a model that results in sustainable gains in school performance.
- Be funded through Average Daily Attendance (ADA), with additional resources provided for low-income, English learner and foster children.
- Allow for a mixed delivery system, in which school districts and charter schools may contract with private TK providers who meet quality standards.
- Allow existing federal and state preschool funds to be focused on additional early care and education programs for low-income 3- and 4-year olds, giving them an added boost when they need it most.
- Not take any funds away from existing state-contracted child development providers.
- Reduce the average cost per child of current TK by creating a two-session model.
- Phase in over five years, starting in 2015-2016, to allow ample time to expand services to all children whose parents wish to enroll them.

SUPPORT

Early Edge California (sponsor)
State Superintendent of Public Instruction
Tom Torlakson (co-sponsor)

FOR MORE INFORMATION

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TK for All: Creating Greater Equity in School Readiness

New Model Details:

- Provides all 4 year olds with high-quality, developmentally appropriate pre-k by improving and expanding transitional kindergarten (TK).
- Combines the best quality standards from TK and State Preschool, creating a model to ensure sustainable gains in school performance.
- Allows for a mixed delivery system, while utilizing funding generated by Average Daily Attendance (ADA).
- No funds would be taken away from existing state-contracted child development system.
- Reduces the average cost per child of TK by creating a two-session model.
- Expands full-day services to the children who need it most.

Higher Quality Programs for Our Children

- Standards would be based on the Preschool Learning Foundations and aligned with the Kindergarten Common Core standards.

New TK Model	Head Teacher	Assoc. Teacher	Class Size	Teacher/Child Ratio	Length of Day
Quality Standards	Credentialed	AA Degree	20	1:10	3 to 6 hours

Five Year Phase-in

The new TK model has a five year phase-in to allow: 1) districts and providers to expand access slowly; 2) teachers and associate teachers time to obtain their education and training; and 3) a gradual implementation in line with improving state budget projections.

New TK for All	2015-16	2016-17	2017-18	2018-19	2019-20	Total
Additional 4 year olds served	56,000	56,000	56,000	56,000	56,000	400,000
Additional TK funding	\$266 million	\$1.33 billion				

New Opportunities for Teachers

- At the end of the five year phase-in, head teachers would be required to hold a credential and 24 units in early childhood education.
- At the end of the five year phase-in, associate teachers would be required to hold an Associate's degree and 24 units in early childhood education.
- An estimated 8,000 new teaching positions and 12,000 associate teaching positions would be created.

Funding is Feasible and Flexible

- The funding would be based on a two-session model (a.m./p.m.), which would allow a teacher and associate teacher to serve 20 children per session.
- Legislation would create a unique base ADA for TK, and the overall average cost would be about \$6,000 per child in each sessionⁱ.
- TK would continue to be eligible for school facilities funding.

Expanded Full-Day Services for the Families Who Need It Most

- \$200 million of the \$400 million previously spent on part-day State Preschool for 4 year olds would stay within the child development system, and fund full-day wraparound TK for low-income children.
- Local districts and providers could choose to extend TK to full-day by using wraparound State Preschool funding, Local Control Funding Formula (LCFF), and Title I.

ⁱ The existing TK receives K-3 base ADA + class size reduction + LCFF (approx. \$8,300 to \$9,800). Estimation of ADA range including full implementation of LCFF costs based on California Department of Education 2013-14 Budget Act letter, and California Department of Finance (2013), 2013-14 California State Budget

California's "Strong Start" Program: Nurturing Our Most Vulnerable Young Children

Anyone who has watched an infant or a toddler grow knows how quickly they learn and develop. Research shows that their brains are developing faster in the first three years than at any other period in their life. A recent Stanford University study found that disparities in vocabulary and language are already evident at 18 months between infants from lower- and higher-income families¹. By 24 months, there is already a six month gap in skills that are critical to language development. By age 5, there's a *two-year* gap.²

The proposed new California "Strong Start" program would create an innovative, comprehensive and high-quality program for our state's most vulnerable young children. This new program focuses on the needs of our youngest learners because we know that we must lay the foundation early, focusing on children's learning starting at birth.

Program Concept

- Through the new "Strong Start" and Head Start programs, California could more than double the number of 3 year olds and infants and toddlers served.
- This framework would combine part-day and full-day State Preschool for 3 year olds with our General Child Care for infants and toddlers program
- The "Strong Start" program would create the nation's first evidence-based, comprehensive, locally controlled birth through age 3 program.
- \$200 million of the \$400 million previously spent on part-day State Preschool will help fund the new California "Strong Start."

Developing a New California "Strong Start" Program

- A team of early childhood experts and practitioners will convene to design the "Strong Start" program during the first part of 2014.
- Through this comprehensive program design process, we can combine the best of Head Start and Early Head Start with new approaches to serving the specific needs of infants and toddlers, and position California as a national leader.

Comprehensive, High-Quality Services

"Strong Start" services could include:

- Full- and part-day State Preschool for 3 year olds
- Full- and part-day infant and toddler care
- Family engagement and support
- Voluntary home visitation
- Nutrition and other health services
- Early intervention
- Early childhood mental health

Comprehensive, High-Quality Standards

- Over a five year period, quality would be increased.
- The new program would be aligned with current quality improvement efforts such as the Race to the Top-Early Learning Challenge and First 5 California's Child Signature Program.
- The program model would be comprehensive and flexible to allow local communities to easily blend and braid with other programs such as First 5 California and federal home visitation programs, child care, CalWORKs, federal Early Head Start, early childhood mental health and health programs.

¹ Fernald, A., Marchman, V.A., Weisleder, A. (2013). SES differences in language processing skill and vocabulary are evident at 18 months. *Developmental Science*, 16(2), 234-248. Retrieved from: <http://onlinelibrary.wiley.com/doi/10.1111/desc.12019/references>

² Ibid

SB 837 Frequently Asked Questions

1. What is this proposal?

This proposal is about ensuring every child in California has the same opportunities to learn and thrive. SB 837 would provide all 4 year olds with high-quality transitional kindergarten that meets the specific learning and developmental needs of children.

By expanding and improving transitional kindergarten, we can connect early learning with the K-12 grades, which we know are built upon the foundation established by a child's earliest schooling.

For more information about the proposals, please visit: <http://www.earlyedgecalifornia.org/our-issues/improving-early-learning-in-ca.html>

2. Who are the authors and sponsors of SB 837?

SB 837 is authored by Senate President pro Tempore Darrell Steinberg and co-sponsored by Early Edge California and State Superintendent of Public Instruction Tom Torlakson.

Joint authors are Senators Jim Beall (D-San Jose), Marty Block (D-San Diego), Kevin de León (D-Los Angeles), Mark DeSaulnier (D-Concord), Loni Hancock (D-Berkeley), Jerry Hill (D-San Mateo), Mark Leno (D-San Francisco), Carol Liu (D-La Canada Flintridge) and Lois Wolk (D-Davis).

The bill is co-authored by Assemblymember Rob Bonta (D-Alameda).

3. How is transitional kindergarten defined in SB 837?

Transitional kindergarten is a "school-year long kindergarten readiness grade level that is age and developmentally appropriate" that will support all children in developing cognitive and social-emotional skills, and build upon existing high-quality programs.

4. How is transitional kindergarten proposed in SB 837 different from transitional kindergarten currently being implemented throughout California?

Current transitional kindergarten is the first year of a two year kindergarten program for children who have their fifth birthday between September 2 and December 2. SB 837 creates a new developmentally appropriate kindergarten readiness grade level for all children who will have their fourth birthday on or before September 1.

5. What is the minimum age for admittance to transitional kindergarten as proposed in SB 837?

As stated in the proposed legislation, a child shall be admitted to a transitional kindergarten maintained by the school district or charter school at the beginning of the year if the child will have his or her fifth birthday between the following dates:

- September 2, 2015 to February 1, 2016 for the 2015-16 school year
- September 2, 2016 to April 1, 2017 for the 2016-17 school year
- September 2, 2017 to June 1, 2018 for the 2017-18 school year
- September 2, 2018 to August 2, 2019 for the 2018-19 school year
- A child shall be admitted to a transitional kindergarten if the child will have their fourth birthday on or before September 1 of the 2019-20 school year and each school year thereafter.

6. Must children attend transitional kindergarten as proposed in SB 837?

No. Transitional kindergarten is a voluntary program for all 4 year olds.

7. Must districts and charter schools offer transitional kindergarten as proposed in SB 837?

Yes. Each elementary or unified school district and charter school that offers kindergarten must offer transitional kindergarten for all 4 year olds. School districts are encouraged to contract with existing preschool providers to expand high-quality transitional kindergarten for all 4 year olds.

8. How many years can a district claim apportionment for transitional kindergarten as proposed in SB 837?

For apportionment purposes, a district or charter school may not include the attendance of students for more than two years in kindergarten or for more than two years in a combination of transitional kindergarten and kindergarten.

9. Will standards be available for transitional kindergarten as proposed in SB 837?

Yes, and they are to be based on the current state Preschool Learning Foundations. Until statewide standards are adopted, the Preschool Learning Foundations will be used for content standards.

10. Will the transitional kindergarten program as proposed in SB 837 participate in the California Longitudinal Pupil Achievement Data System (CALPADS)?

Yes. Student participation in a transitional kindergarten program must be reported via CALPADS.

11. What does this mean for Common Core implementation?

SB 837 will help prepare 4 year olds to be ready to learn and succeed in kindergarten and beyond with transitional kindergarten curriculum frameworks and instructional materials aligned to the new Common Core State Standards. The proposed legislation requires districts to use the Common Core-aligned Preschool Learning Foundations and kindergarten education content standards until Common Core-aligned statewide standards are adopted by the State Board of Education for transitional kindergarten.

12. How can we find out more information about SB 837?

The CDE is engaged in ongoing discussions regarding SB 837 and will post additional information as it becomes available. Please visit www.earlyedgecalifornia.org for more information about the SB 837.

WHO THIS SERVES

13. What happens to kids who aren't low-income and who are currently in full-day preschool?

This is a voluntary program for parents. Parents will have the choice of whether or not they want to participate in transitional kindergarten. They can choose what works for their children and their family.

14. How does this bill provide for full-day, full year transitional kindergarten for income-eligible students?

Our goal is to improve access to high-quality early learning for all children in California, and serving the students who need it most is an important value that we share. This is an area that is currently in development. Our intent is to ensure that income-eligible children have access to the full-day, full year services they need and deserve. We are advocating for expanding full-day, full year services and are engaged in a budget discussion.

15. What is the teacher-student ratio for transitional kindergarten as proposed in SB 837?

Transitional kindergarten shall have a class size of no more than 20 children and shall be taught by one teacher and one associate teacher for a ratio of 1 adult for every 10 children.

16. How can we be sure that transitional kindergarten is developmentally appropriate?

SB 837 calls for a distinct curriculum that is developmentally appropriate for 4-year-olds. Because SB 837 establishes a process for adopting distinct TK standards, it provides an opportunity to guide a curriculum that includes learning through play, builds pre-literacy skills and attends to children's social and emotional development. These standards would use existing state Preschool Learning Foundations until TK standards, curriculum frameworks and instructional materials are adopted, thereby building on the best aspects of the State Preschool program. This new proposal would take the best quality standards from both to make a high-quality program that's effective and appropriate for young learners.

MIXED DELIVERY

17. Are private school providers that contract with the local school district now public employers? How does this work with the unions?

The teachers will be employed by the organization that is providing transitional kindergarten. The legislation says "for purposes of establishing collective bargaining rights for employees of a private local provider of transitional kindergarten pursuant to the terms of an agreement with the administering school district or charter

school, as a condition of the receipt of funds, the private local provider shall be considered a public school employer.”

TEACHERS

18. Does the transitional kindergarten teacher as proposed in SB 837 need a teaching credential?

The proposed language in SB 837 outlines the following requirements for transitional kindergarten teachers:

- On or before July 1, 2015 all transitional kindergarten classes shall be taught by a teacher who holds at a minimum an associate degree, a professional plan for a baccalaureate degree with 24 units in early childhood and a teaching credential by July 1, 2019.
- On or before July 1, 2019 all transitional kindergarten classes shall be taught by a credentialed teacher with 24 units of early childhood education.

19. Does the transitional kindergarten associate teacher as proposed in SB 837 need a teaching credential?

The proposed language in SB 837 outlines the following requirements for transitional kindergarten associate teachers:

- On or before July 1, 2015 all transitional kindergarten associate teachers shall have at a minimum, 24 units in early childhood education and a professional development plan for an associate degree by July 1, 2019.
- On or before July 1, 2019 all transitional kindergarten associate teachers shall have an associate degree with at least 24 units in early childhood education.

20. What will happen to current private preschool teachers and providers?

By expanding transitional kindergarten to serve all 4 year olds, we are going to need more preschools, not less. And, there are many ways this proposal can play out with school districts and providers across California. The legislation outlines the new teacher requirements. After a five year phase-in:

- Head teachers must have a Bachelor's degree, at least 24 units in early childhood education and a teaching credential
- Associate teachers must have an Associate's degree with at least 24 unites in early childhood education.

Additionally, teachers will be compensated on par with their K-12 peers. The legislation says that “commencing with the 2015-16 school year, for purposes of compensation, including salary and benefits, transitional kindergarten teachers and associate teachers shall provide two part-day sessions per day in order to be considered full-time employees.” Our goal is to create a developmentally appropriate grade that serves the needs of four year olds. We know that developmentally appropriate practice is important. This legislation calls upon the State Superintendent of Public Instruction and the Commission on Teacher Credentialing to “establish a workforce development plan for transitional kindergarten teachers and associate teachers that provides for adequate opportunities for existing early childhood education educators to obtain the necessary transitional kindergarten qualifications by 2019.” Discussions are ongoing for additional ways SB 837 could support teachers.

21. Are there any plans to provide a career advancement pathway for current preschool teachers? Will there be any funding to support teachers as they obtain their higher qualifications?

Yes. SB 837 asks the State Superintendent, the Commission on Teacher Credentialing and higher education institutions to develop a plan for teachers to meet the higher qualifications. School districts will receive an estimated \$6,300 per child in Average Daily Attendance (ADA), which would allow several different ways to support teachers in obtaining higher education. Discussions are ongoing for additional ways SB 837 could support teachers.

22. What happens to teachers who have years of experience, but don't have a teaching credential?

The experience of teachers and staff working in state subsidized early education settings and programs is a valued component of providing care to California's youngest learners. Discussions between the author's office, the CDE, Early Edge and stakeholders is ongoing to explore options for the support of our early educators to obtain the necessary training and professional learning experiences to qualify to work in the proposed transitional kindergarten program in SB 837. The intent of this bill is that TK teachers are paid on par with their K-12 colleagues.

23. How will professional development work for transitional kindergarten teachers working in private settings?

Professional development must align with professional learning provided in other grades. The proposed legislation states: "It is the intent of the Legislature that a school district or charter school offering transitional kindergarten provide high-quality professional development aligned to transitional kindergarten standards adopted by the state board and designed to improve child learning and development. It is further the intent of the Legislature that professional development for transitional kindergarten teachers and associate teachers supports teacher-child interactions that promote child engagement and learning, and the use of child-level and class-level data to inform instructional strategies."

24. Are TK teachers in private settings required to be compensated on par with their school district peers?

The proposed legislation states: "Commencing with the 2015–16 school year, for purposes of compensation, including salary and benefits, transitional kindergarten teachers and associate teachers shall provide two part-day sessions per day in order to be considered full-time employees." The intent of this bill is that, as full time employees, TK teachers are paid on par with their K-12 colleagues.

INCREASED STANDARDS

25. I know there's a five year phase-in for teachers to meet the higher standards, but will the ratios and the class sizes go into effect immediately?

The proposed legislation states that commencing with the 2015-16 school year, transitional kindergarten shall be taught by at least one teacher and one associate teacher, and class size shall be limited to no more than 20 children.

26. What role will families play in choosing a transitional kindergarten class for their child?

This is a voluntary program for parents. Parents will have the choice of whether or not they want to participate. They can choose what works for parents and their children.

The proposed legislation states: "A school district or charter school that offers kindergarten shall make transitional kindergarten available to all eligible children and shall allow, to the greatest extent possible, a parent of an eligible child to choose the transitional kindergarten that the eligible child attends."

FUNDING

27. Will this proposal mean less federal and state money will be allocated for existing Child Care and Development programs?

No. The proposed legislation states: "Transitional kindergarten funds shall supplement, and not supplant, federal and state funding for existing child care and development programs." The intent of this bill is that more children are able to be served using federal and state funding. The goal of this legislation is to expand children's access to full-day, full year services and we are engaged in ongoing budget discussions around funding.

28. Will there be added language to fund facilities and to dedicate the facilities to be developed and/or adapted to follow the developmental needs of 4 year olds?

Currently, the proposed legislation states: "To encourage the efficient use of existing facilities, transitional kindergarten may be operated using available classroom space at a public school site meeting kindergarten classroom requirements, or at any public or private facility that has a child care license for age-eligible children, as defined in Division 12 of Title 22 of the California Code of Regulations." We are engaged in ongoing discussions around facilities issues.

**Introduced by Senators Steinberg, Beall, Block, DeSaulnier,
Hancock, Hill, Lara, Leno, Liu, and Wolk**

(Coauthor: Assembly Member Bonta)

January 6, 2014

An act to amend Sections 46300 and 48000 of, and to add Article 1.5 (commencing with Section 48005.10) to Chapter 1 of Part 27 of Division 4 of Title 2 of, the Education Code, relating to transitional kindergarten.

LEGISLATIVE COUNSEL'S DIGEST

SB 837, as introduced, Steinberg. Schools: transitional kindergarten.

Existing law authorizes a school district or charter school to maintain a transitional kindergarten program, and, as a condition of receipt of apportionments for pupils in a transitional kindergarten program, requires the school district or charter school to comply with specified minimum age requirements for pupils participating in the transitional kindergarten program. Existing law also specifies that a transitional kindergarten program shall not be construed as a new program or higher level of service.

This bill, the Kindergarten Readiness Act of 2014, would instead require each school district or charter school that offers kindergarten to offer transitional kindergarten, and would require a child that meets specified minimum age requirements to be admitted to transitional kindergarten. The bill would authorize the average daily attendance of a school district to include the average daily attendance of pupils enrolled in transitional kindergarten and would require transitional kindergarten to receive a per pupil base grant for apportionment purposes, as specified. The bill would require transitional kindergarten to be taught by teachers and associate teachers who meet certain

requirements, and would require transitional kindergarten to include specified elements that promote integration and alignment with the early learning and child care system and the elementary education system. The bill would require a school district or charter school offering transitional kindergarten to provide public notice of the availability of transitional kindergarten and to administer transitional kindergarten, as specified. The bill would authorize a school district or charter school administering transitional kindergarten to contract with a public local agency or private local provider, or both, to participate in the delivery of transitional kindergarten. The bill would require a private local provider participating in the delivery of transitional kindergarten to be considered a public school employer, as defined, for certain purposes. By requiring school districts and charter schools that offer kindergarten to offer transitional kindergarten, the bill would impose a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: yes.

The people of the State of California do enact as follows:

- 1 SECTION 1. This act shall be known and may be cited as the
- 2 Kindergarten Readiness Act of 2014.
- 3 SEC. 2. (a) The Legislature finds and declare all of the
- 4 following:
- 5 (1) Recent reforms such as implementation of the common core
- 6 state standards and the local control funding formula establish
- 7 increased quality and greater equity in California's public education
- 8 system.
- 9 (2) However, these reforms do not address the reality that an
- 10 achievement gap among children is present well before children
- 11 first step through the kindergarten classroom door.
- 12 (3) Recent research shows that by the age of two, low-income
- 13 children are six months behind in language development relative

1 to their higher income peers, and that by age five, low-income
2 children are more than two years behind their higher income peers
3 in language development.

4 (4) Research also shows that California children with the largest
5 gaps in school readiness and achievement are the least likely to
6 participate in any preschool and the least likely to attend
7 high-quality preschool programs.

8 (5) Only half of California’s low-income preschoolers benefit
9 from existing state preschool programs or federal Head Start
10 programs, and only one-quarter of all children are provided with
11 transitional kindergarten.

12 (6) Children who do not read proficiently by the end of third
13 grade are four times less likely to graduate from high school on
14 time.

15 (7) Only 48% of California’s third graders tests proficient or
16 better in English language arts.

17 (8) Nationally, more than 100 studies have shown that
18 high-quality preschool significantly improves a child’s school
19 readiness and school performance.

20 (9) Numerous longitudinal studies have shown that high-quality
21 transitional kindergarten programs decrease grade retention and
22 special education placements and increase high school graduation
23 rates, college enrollment rates, and earnings in adulthood.
24 High-quality transitional kindergarten programs also decrease
25 taxpayer costs on criminal justice and welfare.

26 (10) If California were to invest in high-quality preschool
27 programs, the savings in the prison system alone are estimated to
28 reach \$1.1 billion per year due to reducing the prison population
29 by 13,000 prisoners.

30 (b) It is the intent of the Legislature in enacting the Kindergarten
31 Readiness Act of 2014 to accomplish all of the following:

32 (1) Make early childhood education in California a rational and
33 efficient system so that all of California’s four-year-old children
34 have access to a voluntary, high-quality transitional kindergarten
35 program one year before enrolling in kindergarten.

36 (2) More strategically use existing state and federal funds to
37 provide full-day, developmentally appropriate services for
38 four-year-old children from low-income families, and provide
39 high-quality early learning and care to those children who need it
40 the most.

1 (3) Ensure that children are four years of age by September 1
2 in order to attend transitional kindergarten in that academic year.

3 (4) Ensure that parents and guardians receive timely information
4 from local educational agencies about the new age requirements
5 for enrollment in transitional kindergarten that are implemented
6 pursuant to this act.

7 SEC. 3. Section 46300 of the Education Code is amended to
8 read:

9 46300. (a) In computing average daily attendance of a school
10 district or county office of education, there shall be included the
11 attendance of pupils while engaged in educational activities
12 required of those pupils and under the immediate supervision and
13 control of an employee of the *school* district or county office of
14 *education* who possessed a valid certification document, registered
15 as required by law.

16 (b) (1) For purposes of a work experience education program
17 in a secondary school that meets the standards of the California
18 State Plan for Career Technical Education, “immediate
19 supervision,” in the context of off-campus work training stations,
20 means pupil participation in on-the-job training as outlined under
21 a training agreement, coordinated by the school district under a
22 state-approved plan, wherein the employer and certificated school
23 personnel share the responsibility for on-the-job supervision.

24 (2) The pupil-teacher ratio in a work experience program shall
25 not exceed 125 pupils per full-time equivalent certificated teacher
26 coordinator. This ratio may be waived by the state board pursuant
27 to Article 3 (commencing with Section 33050) of Chapter 1 of
28 Part 20 of Division 2 under criteria developed by the state board.

29 (3) A pupil enrolled in a work experience program shall not be
30 credited with more than one day of attendance per calendar day,
31 and shall be a full-time pupil enrolled in regular classes that meet
32 the requirements of Section 46141 or 46144.

33 (c) (1) For purposes of the rehabilitative schools, classes, or
34 programs described in Section 48917 that require immediate
35 supervision, “immediate supervision” means that the person to
36 whom the pupil is required to report for training, counseling,
37 tutoring, or other prescribed activity shares the responsibility for
38 the supervision of the pupils in the rehabilitative activities with
39 certificated personnel of the *school* district.

1 (2) A pupil enrolled in a rehabilitative school, class, or program
2 shall not be credited with more than one day of attendance per
3 calendar day.

4 (d) (1) For purposes of computing the average daily attendance
5 of pupils engaged in the educational activities required of high
6 school pupils who are also enrolled in a regional occupational
7 center or regional occupational program, the school district shall
8 receive proportional average daily attendance credit for those
9 educational activities that are less than the minimum schoolday,
10 pursuant to regulations adopted by the state board; however, none
11 of that attendance shall be counted for purposes of computing
12 attendance pursuant to Section 52324.

13 (2) A school district shall not receive proportional average daily
14 attendance credit pursuant to this subdivision for a pupil in
15 attendance for less than 145 minutes each day.

16 (3) The divisor for computing proportional average daily
17 attendance pursuant to this subdivision is 240, except that, in the
18 case of a pupil excused from physical education classes pursuant
19 to Section 52316, the divisor is 180.

20 (4) Notwithstanding any other ~~provision of~~ law, travel time of
21 pupils to attend a regional occupational center or regional
22 occupational program shall not be used in any manner in the
23 computation of average daily attendance.

24 (e) (1) In computing the average daily attendance of a school
25 district, there shall also be included the attendance of pupils
26 participating in independent study conducted pursuant to Article
27 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 for
28 five or more consecutive schooldays.

29 (2) A pupil participating in independent study shall not be
30 credited with more than one day of attendance per calendar day.

31 (f) For purposes of cooperative career technical education
32 programs and community classrooms described in Section 52372.1,
33 “immediate supervision” means pupil participation in paid and
34 unpaid on-the-job experiences, as outlined under a training
35 agreement and individualized training plans wherein the supervisor
36 of the training site and certificated school personnel share the
37 responsibility for the supervision of on-the-job experiences.

38 (g) (1) In computing the average daily attendance of a school
39 district, there shall be included the attendance of pupils in
40 ~~kindergarten after they have completed one school year in~~

1 kindergarten or pupils in a transitional kindergarten program after
 2 they have completed one year in that program if one of the
 3 following conditions is met: *transitional kindergarten and*
 4 *kindergarten.*

5 (A) The school district has on file for each of those pupils an
 6 agreement made pursuant to Section 48011, approved in form and
 7 content by the department and signed by the pupil's parent or
 8 guardian, that the pupil may continue in kindergarten for not more
 9 than one additional school year.

10 (B) ~~The pupils participated in a transitional kindergarten~~
 11 ~~program pursuant to subdivision (c) of Section 48000.~~

12 (2) A school district may not include for apportionment purposes
 13 the attendance of any pupil for more than two years in kindergarten
 14 or for more than two years in a combination of transitional
 15 kindergarten and kindergarten.

16 (3) *For purposes of transitional kindergarten operated by a*
 17 *private local provider pursuant to paragraph (2) of subdivision*
 18 *(a) of Section 48005.20, "immediate supervision" means being*
 19 *under the immediate supervision of an employee of the private*
 20 *local provider who satisfies the requirements of Section 48005.35.*

21 SEC. 4. Section 48000 of the Education Code is amended to
 22 read:

23 48000. (a) A child shall be admitted to a kindergarten
 24 maintained by the school district at the beginning of a school year,
 25 or at a later time in the same year, if the child will have his or her
 26 fifth birthday on or before one of the following dates:

- 27 (1) December 2 of the 2011–12 school year.
- 28 (2) November 1 of the 2012–13 school year.
- 29 (3) October 1 of the 2013–14 school year.
- 30 (4) September 1 of the 2014–15 school year and each school
 31 year thereafter.

32 (b) *A child shall be admitted to a transitional kindergarten*
 33 *maintained by the school district at the beginning of a school year,*
 34 *or at a later time in the same year, if the child will have his or her*
 35 *fifth birthday between the following dates:*

- 36 (1) *September 2, 2015, to February 1, 2016, inclusive, for the*
 37 *2015–16 school year.*
- 38 (2) *September 2, 2016, to April 1, 2017, inclusive, for the*
 39 *2016–17 school year.*

1 (3) September 2, 2017, to June 1, 2018, inclusive, for the
2 2017–18 school year.

3 (4) September 2, 2018, to August 2, 2019, inclusive, for the
4 2018–19 school year.

5 (c) A child shall be admitted to a transitional kindergarten
6 maintained by the school district at the beginning of a school year,
7 or at a later time in the same year, if the child will have his or her
8 fourth birthday on or before September 1 of the 2019–20 school
9 year and each school year thereafter.

10 (b)

11 (d) The governing board of a school district maintaining one or
12 more kindergartens may, on a case-by-case basis, admit to a
13 kindergarten a child having attained the age of five years at any
14 time during the school year with the approval of the parent or
15 guardian, subject to the following conditions:

16 (1) The governing board of the school district determines that
17 the admittance is in the best interests of the child.

18 (2) The parent or guardian is given information regarding the
19 advantages and disadvantages and any other explanatory
20 information about the effect of this early admittance.

21 ~~(e) As a condition of receipt of apportionment for pupils in a
22 transitional kindergarten program pursuant to subdivision (g) of
23 Section 46300, a school district or charter school shall ensure the
24 following:~~

25 ~~(1) In the 2012–13 school year, a child who will have his or her
26 fifth birthday between November 2 and December 2 shall be
27 admitted to a transitional kindergarten program maintained by the
28 school district.~~

29 ~~(2) In the 2013–14 school year, a child who will have his or her
30 fifth birthday between October 2 and December 2 shall be admitted
31 to a transitional kindergarten program maintained by the school
32 district.~~

33 ~~(3) In the 2014–15 school year and each school year thereafter,
34 a child who will have his or her fifth birthday between September
35 2 and December 2 shall be admitted to a transitional kindergarten
36 program maintained by the school district.~~

37 (d)

38 (e) For purposes of this section, “transitional kindergarten”
39 means the first year of a two-year kindergarten program that uses
40 a modified kindergarten curriculum that is age and developmentally

1 ~~appropriate.~~ *a school-year long kindergarten readiness grade level*
2 *that is age and developmentally appropriate for a child who will*
3 *be four years old before September 1 of the year in which he or*
4 *she enrolls in transitional kindergarten.*

5 ~~(e) A transitional kindergarten shall not be construed as a new~~
6 ~~program or higher level of service.~~

7 SEC. 5. Article 1.5 (commencing with Section 48005.10) is
8 added to Chapter 1 of Part 27 of Division 4 of Title 2 of the
9 Education Code, to read:

10

11 Article 1.5. Kindergarten Readiness Act of 2014

12

13 48005.10. Transitional kindergarten is hereby established to
14 do all of the following:

15 (a) Support all children in developing the skills necessary for
16 success in school and life. These skills shall include, but are not
17 limited to, all of the following:

18 (1) Cognitive skills such as language, early literacy, and
19 numeracy.

20 (2) Social-emotional skills such as perseverance, self-control,
21 self-esteem, motivation, and conscientiousness.

22 (3) Physical skills such as gross and fine motor development,
23 and healthy eating habits.

24 (b) Be age and developmentally appropriate.

25 (c) Build on high-quality early learning and child care programs,
26 including federal Head Start programs, to sustain the gains that
27 children achieve attending those programs.

28 48005.15. (a) A school district or charter school that offers
29 kindergarten shall make transitional kindergarten available to all
30 eligible children and shall allow, to the greatest extent possible, a
31 parent of an eligible child to choose the transitional kindergarten
32 that the eligible child attends.

33 (b) On or before July 1, 2015, each county superintendent of
34 schools shall conduct a review of the level of access to transitional
35 kindergarten, state preschool, and Head Start provided to eligible
36 children within the county. The review shall include, but is not
37 limited to, a description of the plans of the school districts and
38 charter schools in the county that offer kindergarten, to make
39 transitional kindergarten available to all eligible children by the

1 2019–20 school year. The county superintendent of schools shall
2 post the results of the review on its Internet Web site.

3 (c) To encourage the efficient use of existing facilities,
4 transitional kindergarten may be operated using available classroom
5 space at a public schoolsite meeting kindergarten classroom
6 requirements, or at any public or private facility that has a child
7 care license for age-eligible children, as defined in Division 12 of
8 Title 22 of the California Code of Regulations.

9 (d) Federal funding for preschool programs, and state funding
10 annually appropriated in the Budget Act for the support of state
11 preschool programs, shall be used to provide services for eligible
12 three-, four-, and five-year-old children, including augmenting
13 transitional kindergarten to provide full-day learning and child
14 care services for participants.

15 (e) Transitional kindergarten funds shall supplement, and not
16 supplant, federal and state funding for existing child care and
17 development programs.

18 48005.20. (a) A school district or charter school offering
19 transitional kindergarten shall do both of the following:

20 (1) Provide public notice of the availability of transitional
21 kindergarten using a variety of strategies to reach and inform
22 families living in areas of poverty or high linguistic diversity,
23 including, but not limited to, providing information through
24 schoolsite councils, school advisory groups, community
25 organizations, and parent meetings.

26 (2) Administer the program for participating children. A school
27 district or charter school administering transitional kindergarten
28 may contract with a public local agency, including, but not limited
29 to, a county office of education, or a private local provider, or both,
30 to participate in the delivery of transitional kindergarten consistent
31 with the statutory requirements of transitional kindergarten.

32 (b) (1) It is the intent of the Legislature that a school district or
33 charter school offering transitional kindergarten provide
34 high-quality professional development aligned to transitional
35 kindergarten standards adopted by the state board and designed to
36 improve child learning and development. It is further the intent of
37 the Legislature that professional development for transitional
38 kindergarten teachers and associate teachers supports both of the
39 following:

1 (A) Teacher-child interactions that promote child engagement
2 and learning.

3 (B) The use of child-level and class-level data to inform
4 instructional strategies.

5 (2) Professional development for transitional kindergarten
6 teachers and associate teachers shall be aligned with the
7 professional development provided to teachers and administrative
8 staff in kindergarten and grades 1 to 3, inclusive.

9 48005.25. Transitional kindergarten shall include all of the
10 following elements to promote integration and alignment with the
11 early learning and child care system and the elementary education
12 system:

13 (a) Until statewide transitional kindergarten standards are
14 adopted, use of the research-based age and developmentally
15 appropriate preschool learning foundations of the department for
16 all eight early childhood domains and the kindergarten education
17 content standards that are aligned with elementary education
18 standards.

19 (b) Use and implementation of curriculum frameworks,
20 instructional materials, and diagnostic assessment tools that are
21 aligned with the California Preschool Learning Foundations and
22 the kindergarten education content standards.

23 (c) Inclusion in the single school plan for pupil achievement
24 and the local control and accountability plan.

25 (d) Participation in the California Longitudinal Pupil
26 Achievement Data System and the California School Information
27 Services.

28 (e) Coordination with other providers of services to young
29 children, including, but not limited to, providers of health
30 insurance, health services, including mental and behavioral health,
31 developmental screening and assessment, parent literacy and
32 education, and social services, especially through systems of care
33 provided by First 5 California programs, preschool, and school
34 health services and clinics.

35 (f) Coordination of services with full-day, full-year early
36 learning and child care programs.

37 48005.30. (a) On or before July 1, 2015, the Superintendent
38 shall develop, and the state board shall adopt, the regulations
39 necessary to implement this article and transitional kindergarten
40 and shall incorporate existing regulations and guidelines, as

1 appropriate. The state board may adopt emergency regulations for
2 purposes of this subdivision, and the adoption of emergency
3 regulations by the state board pursuant to this subdivision shall be
4 deemed necessary for the immediate preservation of the public
5 peace, health and safety, or general welfare.

6 (b) On or before July 1, 2016, the Superintendent shall develop,
7 and the state board shall adopt, transitional kindergarten standards,
8 curriculum frameworks, and instructional materials that include,
9 but are not limited to, social-emotional development, English
10 language arts, English language development, mathematics, and
11 science, that are based on the California Preschool Learning
12 Foundations and aligned to kindergarten education content
13 standards.

14 (c) On or before January 31, 2017, the state board shall revise
15 the local control and accountability plan template, adopted pursuant
16 to Section 52064, to include any changes necessary to reflect the
17 provision of high-quality transitional kindergarten to all eligible
18 children.

19 48005.35. (a) On or before July 1, 2015, all transitional
20 kindergarten classes shall be taught by a teacher who holds, at a
21 minimum, an associate degree, and has a professional development
22 plan that provides for a baccalaureate degree with at least 24 units
23 in early childhood education and a teaching credential by July 1,
24 2019.

25 (b) On or before July 1, 2019, all transitional kindergarten
26 classes shall be taught by a teacher who holds a baccalaureate
27 degree with at least 24 units in early childhood education and a
28 teaching credential.

29 (c) On or before July 1, 2015, all transitional kindergarten
30 associate teachers shall have, at a minimum, 24 units in early
31 childhood education, and a professional development plan that
32 provides for an associate degree by July 1, 2019.

33 (d) On or before July 1, 2019, all transitional kindergarten
34 associate teachers shall have an associate degree with at least 24
35 units in early childhood education.

36 (e) Commencing with the 2015–16 school year, for purposes
37 of compensation, including salary and benefits, transitional
38 kindergarten teachers and associate teachers shall provide two
39 part-day sessions per day in order to be considered full-time
40 employees.

1 (f) On or before July 1, 2015, the Superintendent, in
2 collaboration with the Commission on Teacher Credentialing, the
3 public postsecondary education system, including the California
4 Community Colleges, and private postsecondary institutions, shall
5 establish a workforce development plan for transitional
6 kindergarten teachers and associate teachers that provides for
7 adequate opportunities for existing early childhood educators to
8 obtain the necessary transitional kindergarten qualifications by
9 July 1, 2019.

10 (g) Commencing with the 2015–16 school year, transitional
11 kindergarten shall be taught by at least one teacher and one
12 associate teacher, and class size shall be limited to no more than
13 20 children.

14 48005.40. (a) Transitional kindergarten shall be eligible for
15 school facilities funding.

16 (b) Funds made available to public schools for joint use facilities
17 may be used for transitional kindergarten.

18 (c) Public local agencies or private local providers, or both,
19 participating in the delivery of transitional kindergarten are
20 encouraged to seek shared use agreements with a broad array of
21 public and private entities.

22 48005.45. Commencing with the 2015–16 school year,
23 transitional kindergarten shall receive a per pupil base grant per
24 unit of average daily attendance equal to two-thirds of the annual
25 per pupil base grant provided for in subparagraph (A) of paragraph
26 (1) of subdivision (d) of Section 42238.02, as adjusted for inflation
27 pursuant to paragraph (2) of subdivision (d) of Section 42238.02,
28 plus an additional adjustment of 10.4 percent, and a supplemental
29 grant add-on, as computed pursuant to subdivision (e) of Section
30 42238.02.

31 48005.50. For purposes of establishing collective bargaining
32 rights for employees of a private local provider of transitional
33 kindergarten pursuant to the terms of an agreement with the
34 administering school district or charter school, as a condition of
35 the receipt of funds, the private local provider shall be considered
36 a public school employer, as defined in subdivision (k) of Section
37 3540.1 of the Government Code, and Chapter 10.7 (commencing
38 with Section 3540) of Division 4 of Title 1 of the Government
39 Code, shall apply to the private local provider.

1 SEC. 6. If the Commission on State Mandates determines that
2 this act contains costs mandated by the state, reimbursement to
3 local agencies and school districts for those costs shall be made
4 pursuant to Part 7 (commencing with Section 17500) of Division
5 4 of Title 2 of the Government Code.

O