



**Policy Roundtable for Child Care**  
**Wednesday, January 9, 2013**  
**10:00 a.m. – Noon**  
**Conference Room 743**  
**Kenneth Hahn Hall of Administration**  
**500 W. Temple Street, Los Angeles**



**Meeting Agenda**

10:00	I.	Welcome and Introductions	Jacquelyn McCroskey Chair
	A.	Comments from the Chair	
	B.	Review Minutes from December 12, 2012 Meeting	<i>Action Item</i>
10:15	II.	Update on Initiatives for Children and Families Experiencing Homelessness	Libby Boyce Service Integration Branch, CEO
	A.	Family Solutions Centers	
11:00	III.	Preparing for Discussion with Kim Belshé, First 5 LA	Duane Dennis
	A.	Best Start and Place-based Initiatives	
	B.	Connectivity across Early Care and Education Initiatives	
11:30	IV.	Preparations for Release of State Budget	Adam Sonenshein Michele Sartell
	A.	Release date – January 10, 2013	
	B.	Responses	
11:50	V.	Announcements and Public Comment	Members and Guests
12:00	VI.	Call to Adjourn	Jacquelyn McCroskey

**Mission Statement**

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

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## **Policy Roundtable for Child Care**

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

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### **MEETING MINUTES**

**December 12, 2012**

**10:00 a.m. – 12:00 p.m.**

**Conference Room 743**

**Kenneth Hahn Hall of Administration**

**500 West Temple Street**

**Los Angeles, California**

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

Ms. Dora Jacildo, Vice Chair of the Policy Roundtable for Child Care (Roundtable), opened the meeting at 10:07 a.m. Members and guests introduced themselves.

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

- Ms. Jacildo relayed the sad news that Ms. Kathy Malaske-Samu's father died Sunday afternoon. A card was circulated for members and guests to sign.
- Ms. Jacildo reminded members of the letter of invitation sent to Ms. Kim Belshé, the new Executive Director of First 5 LA, to present her vision and goals to the Roundtable. She is scheduled to attend the February meeting.

Mr. Duane Dennis met with Ms. Belshé as part of her meetings with each Commissioner. Mr. Dennis reported that Ms. Belshé was interested in his thoughts relating to Best Start and place-based services, which she has identified as her priorities. As such, Mr. Dennis urged the Roundtable to consider their position on these priorities. Referring to the letter of invitation sent to Ms. Belshé, which emphasized the role of ex officio members, Mr. Dennis advised her to use those members as the content experts around issues relating to children from birth to five years old.

On another note, Mr. Dennis raised the issue of infrastructure support for nonprofit communities. He suggested that First 5 LA's strategic agenda address sustainability and infrastructure support as part of its programmatic budget as it looks to funding for the new year. In addition, Mr. Dennis provided Ms. Belshé with a handout prepared by the Office of Child Care for his meeting listing early childhood initiatives undertaken by First 5 LA. Ms. Belshé asked about the connectivity across the initiatives, at which Mr. Dennis replied that there is no real connectivity. She then asked about the quality rating and improvement systems initiated by the Steps to Excellence Program (STEP) and Los Angeles Universal Preschool (LAUP) and the connectivity across these two programs. Again, Mr. Dennis agreed that it makes no sense that these are two very different systems.

Overall, Mr. Dennis is impressed with Ms. Belshé. While she comes from the health arena, she has excellent administrative skills, a breadth of knowledge and understands policy and systemic issues. He commented that she will probably ask the Roundtable about ways to

look at the early childhood initiatives within the context of connectivity. Mr. Dennis suggested that the Roundtable spend some time at the January meeting thinking about questions to ask and identify areas of alignment to prepare for her participation in the February meeting.

#### **B. Review of Meeting Minutes – November 14, 2012**

Ms. Michele Sartell referred members to the minutes distributed at the meeting, noting that the second to last bullet on page five regarding the memorandum between the Department of Public Social Services and the City's Housing Authority had been edited to better reflect Mr. Nurhan Pirim's comment.

*Ms. Fran Chasen entered a motion to approve the minutes; Dr. Sharoni Little seconded the motion. The motion passed unanimously.*

### **II. TRANSITIONAL KINDERGARTEN (TK)**

Ms. Jacildo introduced the agenda item by noting that in September 2010, the Governor signed into law the bill that changed the birthday for kindergarten admission and established transitional kindergarten (TK). She recognized the work underway by some schools as early adopters of TK, providing a two year kindergarten program for children with late birthdays to help prepare them developmentally for the rigors of an elementary education. Ms. Jacildo then invited the panel of TK experts to discuss efforts underway to fully implement the program.

#### **A. Overview of TK**

Ms. Araceli Sandoval of Preschool California directed members and guests to her PowerPoint presentation, which began with an overview of SB 1381 (Simitian) that created transitional kindergarten (TK) to better prepare children for success in kindergarten and beyond. The bill implemented a graduated change in the kindergarten enrollment date so that by the 2014-15 school year, children will need to be five years old by September 1<sup>st</sup>.

Ms. Araceli continued with a presentation of the benefits for children participating in TK, followed by a review of what it is and how it works. In essence, it shifts children with late birthdays who would otherwise be enrolled in a regular kindergarten class to a TK class; the resources for the children also shift to the TK classroom. Some school districts are implementing TK and kindergarten combination classes. All school districts are mandated to offer TK, however parents are not required to enroll their children in a TK. Kindergarten and 1<sup>st</sup> grade teachers are teaching the classes. Ms. Araceli noted that some school districts are connecting with their local early care and education programs.

Ms. Araceli was asked whether parochial schools are required to offer TK. Private schools have the option of offering TK and some have done so. Charter schools have been more of a challenge, although many are in the process of implementing TK. According to Ms. Judy Sanchez of the Los Angeles County Office of Education (LACOE), the California Department of Education (CDE)'s position is that charter schools are required to offer TK.

#### **B. Long Beach Unified School District (LBUSD)**

Ms. Yvette Streeter and Ms. Kristina Damon referred members and guests to their PowerPoint presentation. Seven years ago and prior to the passage of SB 1381, LBUSD began piloting Preppy Kindergarten. Preppy Kindergarten was inspired by teachers who saw a need to better

prepare the youngest kindergartners who seemed to need additional help. The school district is now working on transitioning and expanding Preppy Kindergarten to full implementation of TK. Ideally, they are hoping for a ratio of one teacher per 20 children, however noted that some classrooms have 22-24 children. Additionally, the district has combination classes of TK and kindergarten with up to 30 children per teacher.

Ms. Streeter and Ms. Damon followed their thorough review of shifting from a pilot to a TK system with summary of the TK program components, which include curriculum, instructional practices, assessment and pacing, differentiated assessment, support structures, and systems development and support. They concluded with a few recommendations: be strategic in decision making that impacts the entire system; build from the best practices within the current system; and define common expectations and support through professional development and tools.

Questions were raised regarding the participation of children with special needs and children involved in the foster care system. The presenters noted that the district has seven classrooms for children with special needs on a school site; children may be mainstreamed into regular TK depending on their level of functioning. The district has not segregated its data to capture the different populations of children enrolled in TK; they are working on a small cohort of data with a plan to move system wide. Members and guests also were curious about parents' desire to move their children into kindergarten before completing the full year of TK. The district has employed the strategy of convincing parents to the benefit of an additional year for strengthening their child's success in kindergarten. Another question relating to curriculum led to a brief discussion of how a developmentally appropriate curriculum is defined. The presenters noted that the school district is focused on academics while early care and education is focused on developmentally appropriate learning through play.

### **C. Support for TK Implementation**

Ms. Sanchez of the Los Angeles County Office of Education (LACOE) referred members and guests to her PowerPoint presentation, summarizing LACOE's guiding principles and emerging trends in early care and education. She framed TK as the bridge opportunity between preschool and kindergarten. TK, she described, is the first year of a two year kindergarten program. The kindergarten curriculum is modified to be age and developmentally appropriate and is taught by credentialed teachers with early learning experiences. Ms. Sanchez described it as providing children with the foundational skills that will help them succeed in school.

Ms. Sanchez reviewed the resources that are being made available to school districts to help with the implementation of TK. Among the resources are a planning guide, conferences, and resource documents. She also noted initiatives that are addressing the early care and education workforce, including LACOE's involvement with the Los Angeles County Early Care and Education Workforce Consortium administered by LAUP, specifically the Early Childhood Education Professional Learning Communities Project. LACOE's target for workforce development is teachers and principals to facilitate implementation of TK and help build relationships between preschool and TK teachers.

### **D. Los Angeles Unified School District (LAUSD)**

Ms. Maureen Diekmann reported that there are 3,400 children currently enrolled in TK in the LAUSD. The policy is that every school is offer TK. Among the challenges are the numbers of classrooms that are functioning as combination TK/Kindergarten classrooms. As an aside, she noted that TK is offered full day. Ms. Diekmann listed some of the issues that LBUSD will

confront over the next year, including the push-pull between parents' desires and what is best for their children and the school. Some parents want their children promoted to 1<sup>st</sup> grade, asking why if their child is ready, the child needs to repeat kindergarten.

Approximately 300 teachers have participated in full-day training on the Preschool Foundations with the hope that they will implement more developmentally appropriate classrooms. She noted the challenge of making significant change given that teachers are not only teaching TK.

Another challenge is how to address children with special needs. Ms. Diekmann does not want TK to become a place for every child with special needs as an alternative to enrolling the children in special education classes. She is speaking with the special education teachers on this issue. Report cards are another area of tension. Currently, TK sits in the early education division, which is a good thing. A process is needed to assess children as they transition to 1<sup>st</sup> grade; the assessment will include a conference with each child's parents. Ms. Diekmann also addressed the area of parents wanting to promote their child before completing TK and their kindergarten year. She sees this as an issue that becomes apparent in high school where children who have been pushed ahead are expected to learn at the same rate as their friends who are further advanced. While the child may be ready, the child may not necessarily be able to handle the academic material.

Members were interested in information available on the number of children with Individual Education Programs (IEPs) enrolled in the district. It was noted that speech IEPs for preschool age children are more prevalent. Ms. Diekmann reported that children with IEPs in preschool would have their IEPs follow them into TK.

Another question related to whether LAUSD has been able to identify children who had participated in an early childhood program such as Head Start, LAUP, a family child care home or a center and compare their developmental assessments with children lacking early childhood program involvement. It was suggested that this information also could be helpful in reviewing alignment between preschool and TK.

Ms. Jacildo thanked speakers for their presentations and suggested a follow-up and more thorough discussion on the issues that TK presents.

### **III. UNDERSTANDING THE FEDERAL BUDGET PROCESS**

Ms. Jacildo asked Mr. Adam Sonenshein to update members and guests on current budget deliberations occurring at the federal level and the potential impact on child care and development services. She asked him to then discuss the President's proposal for funding the Child Care and Development Block Grant (CCDBG).

#### **A. Implications of Sequestration for Early Care and Education**

Mr. Sonenshein referred members to the copy of the PowerPoint presentation included in their meeting packets. He noted that there is more information in the presentation that he would not discuss, however it is provided as references as needed. He then deferred to Mr. Mark Tajima of the County's Intergovernmental Relations and External Affairs to briefly address the County's position on sequestration. Mr. Tajima stated that the County does not want the cuts and has expressed that position in letters to Senators Boxer and Feinstein (see copy of letter included in meeting packet). He commented that the bigger issue at this time is on the revenue side, noting that the Bush era taxes are due to expire. The County is ultimately concerned with funding that

could impact its ability to provide services and the impact the cuts would have on the unemployment rate.

Mr. Sonenshein followed Mr. Tajima by walking members and guests through the PowerPoint slides, noting the impact that sequestration would have on programs of interest to the Roundtable. If sequestration is implemented, among the programs likely to assume significant cuts are Head Start and the Child Care and Development Block Grant. Ms. Michele Sartell mentioned that the Harkin report referenced in the PowerPoint represents estimates that may no longer be accurate according to Mr. Tajima. She will work with IGEA on updating the data. Mr. Sonenshein relayed that one leveraging strategy on the table is to allow the tax cuts to expire and then negotiate a deal to reduce spending while changing tax rates to favor middle and low-income families.

#### **B. Child Care and Development Block Grant (CCDBG)**

Mr. Sonenshein shifted to the President's proposal for increased funding under the Child Care and Development Fund inclusive of CCDBG, referring members to the slides beginning on page 4. He focused the attention of members and guests on the President's principles for reauthorization, which broadly stated are improving quality, expanding access, supporting parents, strengthening program integrity and accountability, encouraging assessment and tracking of children's school readiness, and streamlining programs.

Mr. Duane Dennis and Ms. Keesha Woods asked that the January meeting allow for a closer analysis of the President's proposal with respect to enhancing the quality expectations in conjunction with the proposed funding levels. Ms. Woods suggested that there are lessons to be learned from Head Start's reauthorization goals and where the program is today. The dilemma, according to Mr. Dennis, is that when the CCDBG was reauthorized in 1990, the focus was on impacting spaces. The current agenda emphasizes enhancing the quality of existing spaces, which comes at a cost for both improving to achieve and then maintaining higher levels of quality. Ms. Ellen Cervantes added that work with family child care homes raises issues with respect to raising the expectations around quality – is it to achieve the same quality of centers? If so, how does the family child care provider maintain the nurturing environment that is unique to family child care?

In summary, it was suggested that the Roundtable examine the impacts of Head Start reauthorization with respect to the added requirements, accountability and how quality is defined. While the expectation is to do more, there is concern that these are unfunded mandates that present challenges. In addition, it was asked that the analysis of the CCDBG include a breakdown of the quality requirements, data on spaces and proposed funding.

Ms. Jacilda, reflecting on the presentations, also suggested a deeper conversation about preschool. Her concern is around parental choice and the number of hours children are receiving services. She added her unease with leaving decisions in the hands of people not working directly with children.

#### **IV. ANNOUNCEMENTS AND PUBLIC COMMENT**

- Ms. Peggy Sisson, Child Care Coordinator for the City of Pasadena, is retiring. It was mentioned that she also served as Chair of the Child Care Planning Committee from 2005-07.

**V. CALL TO ADJOURN**

The meeting was adjourned at 12 p.m.

**Commissioners Present:**

Ms. Maria Calix	Dr. Sharoni Little
Dr. Sam Chan	Mr. Adam Sonenshein
Ms. Fran Chasen	Ms. Nina Sorkin
Mr. Duane Dennis	Ms. Keesha Woods
Dr. Robert Gilchick	Ms. Mika Yamamoto
Mr. Michael Gray	Ms. Ruth Yoon
Ms. Dora Jacildo	

59 percent of members were in attendance

**Guests:**

Ms. Cristina Alvarado, Child Care Alliance of Los Angeles  
Mr. Robert Beck, Department of Public Social Services  
Ms. Kim Patillo Brownson, Advancement Project  
Ms. Ellen Cervantes, Child Care Resource Center  
Ms. Kristina Damon, Long Beach Unified School District  
Ms. Maureen Diekmann, Los Angeles Unified School District, Early Childhood Education  
Ms. Nora Garcia-Rosales, Department of Public Social Services  
Ms. Patricia Herrera, 211 LACounty  
Ms. Terry Ogawa, Center for the Study of Social Policy  
Ms. Judy Sanchez, Los Angeles County Office of Education (LACOE)  
Ms. Araceli Sandoval, Preschool California  
Ms. Yvette Streeter, Long Beach Unified School District  
Mr. Mark Tajima, IGEA/CEO  
Ms. Angela Vazquez, Advancement Project

**Staff:**

Ms. Laura Escobedo  
Ms. Michele Sartell

## *Family Solutions Centers*

<b>FSC Provider</b>	<b>SPA</b>	<b>Site Address</b>	<b>City</b>	<b>Zip Code</b>
Antelope Valley Domestic Violence Council	1	45134 Sierra Highway	Lancaster	93534
Beyond Shelter	4	205 South Broadway	Los Angeles	90012
1736 Crisis Center	4	1824 4 <sup>th</sup> Avenue	Los Angeles	90019
L.A. Family Housing	2	7843 Lankersheim Blvd.	North Hollywood	91605
St. Joseph Center	5	204 Hampton Avenue	Venice	90291
Upward Bound House	5	1104 Washington Avenue	Santa Monica	90403
Union Station Homeless Services	3	415 West Chestnut	Monrovia	91016
Volunteers of America - Los Angeles	3	1760 West Cameron Avenue	West Covina	91790
Volunteers of America - Los Angeles	3	4501 Santa Anita Avenue	El Monte	91731
Volunteers of America - Los Angeles	3	2040 North Garvey Avenue	Pomona	91767
Weingart Center Association	6	5801 South San Pedro Street	Los Angeles	90011
Shields for Families				
Special Services for Groups				

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**Michele Sartell**

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**From:** First 5 LA [info@first5la.ccsend.com] on behalf of First 5 LA [newsletter@first5la.org]  
**Sent:** Wednesday, December 12, 2012 9:09 AM  
**To:** Michele Sartell  
**Subject:** A Message from Kim Belshé, the New Executive Director of First 5 LA

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## **A Message from Kim Belshé, the New Executive Director of First 5 LA**

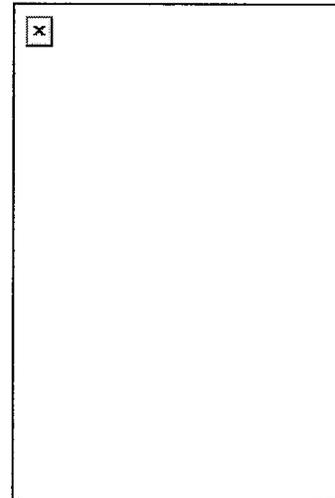
Dear Colleagues -

As I complete my first month as Executive Director of First 5 LA, I want to share with our broader community of grantees and partners how grateful I am to be a part of the Los Angeles County-wide effort to improve the quality of life for our County's youngest children and their families.

I come to First 5 LA by way of public sector positions in health and human services, having served in a number of senior leadership roles in state government. Most importantly, I come to First 5 LA with a deep appreciation for the importance of the first five years of a child's life. There are few issues more important to the social, economic, and civic health and vitality of our state and counties than the healthy development of our children in their early years.

As the largest funder of early child development in California and operating in the most populous and most diverse county in the United States, First 5 LA is well-positioned to accelerate its influence and impact on the most important issue before us - early child development.

I am excited by the opportunity to work with the First 5 LA Board, staff, grantees and broader community to ensure that all L.A. County children are born healthy and grow to reach their full potential. I recognize I have a lot to learn and I intend to invest time and attention to get to know and understand the First 5 LA staff, processes and procedures; our diverse stakeholder partners; and community issues and factors that influence early child development outcomes in L.A. County.



The First 5 LA Board of Commissioners and I believe our transition in leadership provides an opportunity for the organization to look back on First 5 LA's work to date and look ahead and explore our role going forward. Towards that end, over the next 3-6 months, I intend to work with staff to undertake a "Listening, Learning and Leading" exploration in how First 5 LA can most effectively advance our mission and achieve better outcomes for children. We will employ three prongs of inquiry:

- To clarify and sharpen our strategic direction and explore potential new partnerships, one prong will focus on reviewing our work to date and assessing progress toward our program goals.
- A second prong will examine our internal processes, procedures and organizational structure to strengthen our internal capacity and maximize impact.
- And to understand the critical forces that affect the environment in which we work, a third prong will consider the external context within which we do our work and its implication for First 5 LA's goals and our County's young children and families.

The intent of this exploration is not to revisit our current strategic plan. Rather, it is to take stock of where we are with an eye toward building a common understanding among staff, Commissioners, grantees and other interested stakeholders of the status of implementation of First 5 LA's strategic plan for 2009-15, understanding what we are learning through our work with our community partners, and identifying opportunities to sharpen our focus and achieve greater impact.

I am eager to hear and learn from our wide array of community partners who share our aspirations for L.A. County's young children. Early in the new year we will be providing more detail regarding the approach and timing of our "Listening, Learning and Leading" exploration. In the meantime, I invite you to [click here](#) to share your comments and thoughts via the First 5 LA website.

Working together, we can make meaningful and measurable improvements in the health, safety and school readiness of our County's youngest children. I'm delighted to partner with you in this important undertaking.

Sincerely,

Kim Belshé

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## First 5 LA Investments in Early Care and Education Projects

*First 5 LA invests funds in projects that are consistent with their four goal areas: babies are born healthy, children maintain a healthy weight, children are safe from abuse and neglect, and children are ready for kindergarten. This handout summarizes First 5 LA's current investments in projects designed to increase access to and enhance the quality of early care and education, and therefore are helping ensure that children are prepared for school and life success.*

**Los Angeles Universal Preschool (LAUP)** – Since 2005, LAUP has provided high quality preschool to four year old children throughout Los Angeles County with primary support from First 5 LA. LAUP offers quality enhancement to its network of preschools, including classroom and fiscal coaching and mentoring as well as help to foster parent involvement in their child's education. It also is contracted by First 5 LA to administer the ASPIRE Program, a state-wide First 5 CA professional development program for early childhood educators known as CARES Plus.

**First 5 LA/LAUP Research Advisory Committee (RAC)** – Provides technical input, ideas and advice to First 5 LA and Los Angeles Universal Preschool (LAUP) on early childhood research issues relevant to the universal preschool initiative in Los Angeles County. The First 5 LA/LAUP RAC is a group of research experts representing varied depth and breadth of local and national early childhood research and related expertise. Mathematica Policy Research, in collaboration with First 5 LA and LAUP, is conducting a multi-year outcome study aimed at evaluating child progress in multiple domains of development over the course of a program year and providing information that can support LAUP's efforts toward ongoing program improvement.

**Steps to Excellence Program (STEP)** – STEP is the County's first quality rating and improvement system for licensed child care and development programs – centers and family child care homes – serving children from birth to five years old and their families. Developed by the Los Angeles County Policy Roundtable for Child Care and administered by the Office of Child Care, STEP: provides parents with clear, concise information on the quality of individual child care settings; creates incentives and supports for programs to meet and maintain higher program standards; distinguishes programs that are meeting these higher standards; and provides benchmarks to determine if the quality of care in individual programs or communities is improving over time. STEP was launched in July of 2007 as a three-year pilot in nine communities throughout Los Angeles County with the financial support, in part, of First 5 LA. STEP continues to benefit from the support of First 5 LA as a member of the Early Care and Education Workforce Consortium (see next item) as is currently serving a total of 16 communities throughout Los Angeles County.

**Early Care and Education (ECE) Workforce Consortium** – The ECE Workforce Consortium is a collaboration of stakeholders across Los Angeles County to provide and improve training and professional development to the current and potential early care and education workforce. First 5 LA has invested \$52 million to support current and potential members of the workforce; LAUP serves as the lead agency of the collaborative effort. Consortium projects include:

- *ECE Professional Learning Communities Project:* Los Angeles County Office of Education (LACOE) serves as lead to support the workforce – transitional kindergarten and preschool teachers and elementary school administrators – in implementation of transitional kindergarten.

- *ECE Workforce Initiative Projects*: Collaborations of community colleges, universities and feeder high schools to address barriers to access, retention, transfer and degree attainment encountered by the ECE workforce.
- *Gateways for Early Educators*: The Child Care Alliance of Los Angeles serves as the lead of the Child Care Resource and Referral Agencies throughout Los Angeles County working collaboratively to deliver training and coaching to license and license-exempt providers in an effort to improve the quality of their services.
- *STEP*: (see previous item)
- *Partners in Education, Articulation, and Coordination through Higher Education (PEACH)*: ECE community stakeholders and representatives of higher education are working together to improve educational and professional development pathways and systems for the ECE workforce, including tackling alignment and articulation of curriculum between two- and four-year institutions, establishing an ECE bachelor degree and establishing certification guidelines.

**Recoverable Grant Fund** – A partnership between the California Community Foundation and First 5 LA to provide bridge funding to California Department of Education/Child Development Division (CDE/CDD)-contracted child care and development centers serving low-income children in Los Angeles County. With a combined allocation of nearly \$2.1 million, the repayable grant funds allow centers to weather the temporary gap in funding due to delayed approval of the State budget or until state funds are dispersed once the budget has been approved. To date, two agencies have benefited from the program with \$200,000 each.

**Prenatal through Three (P-3) Workforce Development Project** – A partnership between First 5 LA and ZERO TO THREE, the P-3 Workforce Development Project was established to define best practices and core competencies for the workforce that serves the prenatal through age three (P-3) population. The partners convened three workgroups representing the cross-service sectors of early care and education, early intervention, mental health, physical health, and social services/child welfare. The five year project established the following objectives: review and synthesize evidence-based practices in P-3 workforce development; identify a set of cross-sector core competencies for those who deliver P-3 services; identify and execute training and learning approaches; and identify opportunities to expand and sustain a cross-sector training model.

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More information about First 5 LA's investments in early care and education and other projects impacting the well-being of young children and their families is available at [www.first5la.org](http://www.first5la.org).



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



Office of Child Care

**PUBLIC POLICY PLATFORM**  
**First Year of 2013-14 Legislative Session**

## Introduction

The Child Care Planning Committee (Planning Committee) and Policy Roundtable for Child Care (Roundtable) promote policies designed to increase the availability of and access to affordable, high quality early care and education programs for all children and their families of Los Angeles County. This public policy platform presents current and emerging policy issues in early care and education that are consistent with the County of Los Angeles State Legislative Agenda for the First Year of the 2013-14 Legislative Session. The platform identifies each of the legislative agenda items in **bold** followed by examples of efforts that may be addressed by proposed legislation and/or the proposed state budget.

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## Platform Issues

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

Such efforts should include, but not be limited to:

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

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

Such efforts should include, but not be limited to:

- Fostering the engagement of parents that promotes their child's optimal development and learning and providing parents with clear, concise information on the quality of early care and education settings.

- Encompassing early learning standards that are research-based, culturally responsive to children from diverse cultural and linguistic backgrounds, aligned with existing regulatory systems and local quality initiatives, recognize and respond to the individual needs of children in group settings, and attend to families' needs for comprehensive services.
- Building an infrastructure of technical assistance, financial supports and training, all of which are tied to defined quality standards, to help early care and education programs achieve and maintain high quality services.

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

Such efforts should include, but not be limited to:

- Focusing on teachers gaining skills and demonstrating competencies in the following areas: best practices in working with dual language learners, proficiency in recognition and response to children with disabilities and other special needs, engaging parents and guardians, and expertise on the spectrum of child development from birth through early adolescence. Workforce practice must be based on established early care and education research.
- Expanding early childhood educators' access to higher education through stipend programs, grant funds and loan forgiveness programs, higher compensation when they attain post-secondary degrees, and benefits (i.e. health insurance and retirement plans).
- Facilitating child development or early childhood education coursework coordination and articulation between the community colleges and California State University (CSU) and University of California (UC) systems.
- Supporting efforts to enhance the quality of the license-exempt care workforce and facilitating connections between license-exempt care and the larger system of early care and education.
- Supporting alignment of teacher requirements under Title 22 with teacher requirements under Title 5.

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

Such efforts should include, but not be limited to:

- Increasing to, at a minimum, annual inspections of centers and family child care homes.
- Advocating for, at a minimum, annual unannounced inspections of all licensed facilities.



- Providing that CCLD is sufficiently funded, staffed and held accountable to meet the standards and provide technical assistance and resources to current and future licensees.
- Ensuring that costs of obtaining and renewing the license (or licenses for programs with multiple sites) is reasonable and not an extraordinary burden to the licensee's cost of doing business.

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

Such efforts should include, but not be limited to:

- Increasing access to high quality subsidized services for all eligible children, including infants and toddlers and children with disabilities and other special needs as well as preschool and school age children.
- Increasing levels of reimbursement in the Standard Reimbursement Rate (SRR) and the Regional Market Rate (RMR) to compensate providers for the true cost of high quality services.
- Increasing funds for expansion of high quality full-day, full-year services for all ages.
- Offering tax incentives to businesses to provide or subsidize employee's early care and education services.
- Ensuring that the income ceiling for eligibility for State subsidized care reflects the current State Median Income (SMI), adjusted by region if appropriate.
- Opposing proposals that would reduce subsidized rates based on geographic location.

**6. Support the streamlining of California Department of Education/Child Development Division CDE/CDD administrative processes to expand access for low-income families, ensure continuity of care, and promote flexible use of early care and education funding to meet the needs of families.**

Such efforts should include, but not be limited to:

- Allowing administrative efficiencies such as multi-year contracting, grant-based funding, and waivers on program rules and regulations to allow flexibility of services based on community and family needs.
- Ensuring agencies have the capacity to connect with and serve the most vulnerable and the most difficult-to-serve families.
- Maintaining affordable family fees that do not exceed eight percent of gross family income.



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

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

Such efforts should include, but not be limited to:

- Integrating early care and education in specific plans for land use, housing, transportation, economic, workforce, and community development.
- Facilitating the cost effective construction or renovation of early care and education facilities in communities with unmet needs for these services.

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

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

Such efforts should include, but not be limited to:

- Making sure that California Work Opportunity and Responsibility to Kids (CalWORKs) families have access to child care and education services, ensure that participating families are afforded the time and information needed to evaluate their child care and education options and make sound choices, and that allow parents to pursue or maintain employment.
- Promoting, facilitating and supporting consistent and continuous participation of children under the supervision of the child welfare system and Probation and their families in high quality programs that promote healthy child development and support effective parenting.
- Ensuring that all subsidized children – infants and toddlers, preschool age, and school age children – and their families have access to consistent and continuous high quality early care and education services that partner with parents to promote children’s healthy growth and development and prepare them for school and life, and meet the needs of families.
- Tackling the needs of pregnant and parenting teens to ensure their access to high quality early care and education services that support their academic goals, promote positive and effective parenting skills, and contribute to their child’s healthy growth and development.



## EdWatch 2013: Head Start funding and transitional kindergarten

January 7th, 2013 | [Add a Comment](#) |

By [Lillian Mongeau](#)

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Head Start in Los Angeles County, the largest provider in the nation, could be broken up into a cluster of smaller programs under a new grant process aimed at improving quality in the federally-funded early childcare program for low-income families.

For the first time in Head Start history, grantees whose programs did not meet certain quality standards in federal inspections have been required to reapply for their funding and to compete with new applicants for the available funds. Grantees, mostly nonprofits and school systems, had been receiving pro forma grant renewals for decades.

“We anticipate that the funding to California Head Start programs will remain stable,” said California Head Start Association executive director Rick Mockler. “The question is who will be the grantees? Who will be the program providers?”

That announcement was originally scheduled for the end of last year, but in November the U.S. Department of Health and Human Services pushed it to the spring with no exact date given.

“The feds haven’t revealed anything,” Mockler said. “The assumption from the field is that there’s going to be some kind of a shake up but we don’t know how far or deep that will be.”

Four longtime grantees in California were forced to reapply for their funding in the competition. They are:

- **E Center** in Marysville
- **Institute for Human and Social Development** in San Francisco
- **Contra Costa County**
- **Los Angeles County**

Mockler said it was inevitable that the larger programs would be required to enter the grant competition since it was more likely that one of their many program providers failed to meet at least one criterion in the federal inspections. Mockler also said it was his understanding that many of the infractions found were mostly bureaucratic in nature. EdSource is waiting on a request for copies of the inspection reports.

L.A. County’s program serves upwards of 30,000 children in Head Start and Early Head Start. Laura Escobedo of the county’s child care division said last month she would be surprised if the county was not awarded any grant funding in the re-competition – though

she acknowledged that the county is now one of “lots and lots” of organizations competing for the funds.

Currently, there are 160 Head Start programs in California serving more than 111,000 low-income children. Even though only three have been forced to re-compete, the total number of programs could change dramatically in 2013. It all depends on where the federal government decides to direct its grant funding after reviewing the applications. So far, the feds have not said how many alternate programs have applied for funding on a state-by-state basis. Nationally, 500 applicants are competing for funds previously spread over just 132 programs.

### Transitional kindergarten expansion

Transitional kindergarten, a program for students on the youngest end of the kindergarten spectrum, began in 2012 as a result of the Kindergarten Readiness Act of 2010. It is set to hit its first expansion target in the fall of 2013.

The bill was the result of a push to roll back the kindergarten cut-off date to September 1, which is the standard in most states. California has long accepted students who turned five on or before December 1 to enter kindergarten. Kindergarten advocates argued that this policy left the state’s youngest at a disadvantage since they started kindergarten behind their peers developmentally.

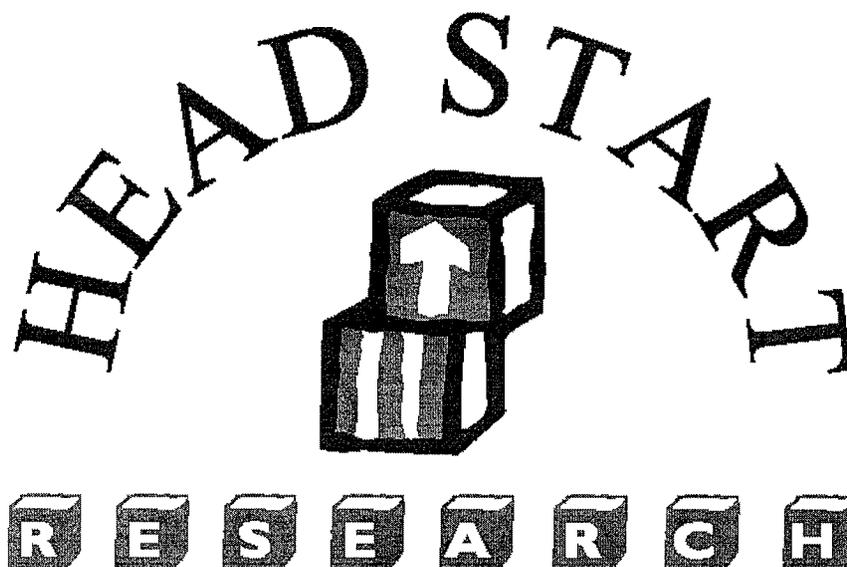
In its first year, transitional kindergarten was open to children who turned five between November 1 and December 1. Approximately 40,000 students were eligible for the program this fall. The California Department of Education is set to release an actual enrollment number at the end of this school year. In August 2013, the program will expand to include students who turn five between October 1 and December 1.

Larger districts in the state have created separate classes and designated specialized teachers to lead transitional kindergarten. Some smaller districts have taken the option of keeping the youngest students in the same room, but providing them with specialized age-appropriate instruction.

EdSource will continue to cover the implementation of transitional kindergarten as it evolves over the course of 2013.

### The issues we’ll watch

*This is the third installment in our series of shorts summarizing which education issues to look out for in 2013. Earlier pieces were on **prospects for the state budget** and the governor’s **plan for school finance reform**. Also to come in the series: another attempt to rewrite requirements for teacher evaluation, efforts to improve graduation rates at community colleges, critical decisions on the future of state assessments, further legislative actions on school discipline, and state and local preparations for Common Core standards.*



**Third Grade Follow-up to the  
Head Start Impact Study**

**Executive Summary**

**OPRE Report 2012-45b**

**October 2012**

# THIRD GRADE FOLLOW-UP TO THE HEAD START IMPACT STUDY

## FINAL REPORT

### OPRE Report 2012-45b

**October 2012**

Michael Puma, Chesapeake Research Associates, Stephen Bell, Abt Associates, Ronna Cook, Ronna Cook Associates, Camilla Heid, Pam Broene, and Frank Jenkins, Westat, Andrew Mashburn, Portland State University, and Jason Downer, University of Virginia

Submitted to:

Jennifer Brooks, Project Officer  
Office of Planning, Research and Evaluation  
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Project Director: Camilla Heid  
Westat  
1600 Research Boulevard  
Rockville, MD 20850

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# 2013 Transitional Kindergarten Implementation Conference

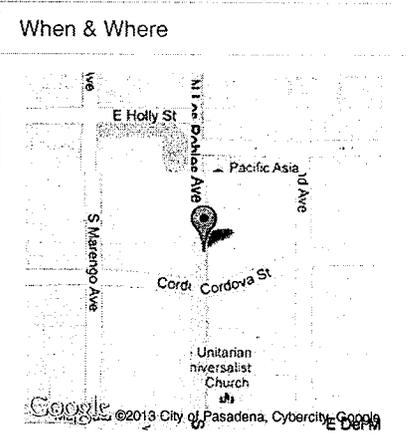
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 Wednesday, February 6, 2013 from 8:00 AM to 3:30 PM (PST)  
 Pasadena, CA



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TYPE	END		QUANTITY
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<b>General Admission + Teacher Institute</b> Please scroll down to Event Details for more information.	Feb 1, 2013	Free	<b>Sold Out</b>
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Preschool California, the Los Angeles County Office of Education (LACOE) and the Regional System of District & School Support (RSDSS) - Region XI invite you to the 2013 Transitional Kindergarten Implementation Conference on Feb. 6, 2013. This free event is an exciting opportunity to learn promising TK practices from education leaders across the state. Please join us, and other teachers, principals, coaches and administrators, for an interactive event that will leave you with practical TK tips and strategies to take back to your district. **Sign up for a spot today and we will follow up with you via email soon after the holidays to confirm the status of your ticket.\***

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- General Admission + Team Institute:** Opportunities for self-identified district teams to collaborate around the critical attributes of high-quality instruction and to discuss strategies for implementing, maintaining and evaluating effective TK programs
  - To register for the Team Institute, your team must have a minimum of two members. At the time of registration, please have the contact information of all team members for group registration. You will need to create a unique team name (we recommend using

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We highly encourage Program Improvement (PI) districts and schools to attend and register early.

The 2013 Transitional Kindergarten Implementation Conference is a chance to prepare to give California's young children a great TK experience for a brighter future. This event is guaranteed to fill up quickly, so please sign up soon and we will follow up with you shortly to confirm your registration. **Sign up now!**

*\*Due to the high interest in this free event and limited room capacity, your space is not guaranteed immediately after registration. We will follow up with you soon after the holidays to confirm the status of your ticket.*

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**latimes.com**

## 11,200 child-care slots in Los Angeles County lost during recession

**Loss of \$1.2 billion in state funds for early child-care and education programs was the biggest cut in six decades and hurt low-income communities the most.**

By Teresa Watanabe, Los Angeles Times

8:42 PM PST, December 18, 2012

Los Angeles County lost thousands of licensed child-care spaces during three recession-battered years, jeopardizing the ability of low-income parents to work and give their children an academic head start through early education services, data released Wednesday showed.

The elimination of \$1.2 billion in state funds earmarked for early child-care and education programs — resulting in the loss of more than 11,200 spaces between 2008 and 2011— represented the biggest reduction in child-care services in more than six decades, according to the Los Angeles Children's Data Network.

The most severe reductions occurred in low-income communities in south and southwest Los Angeles County, the Antelope Valley, Pomona and sections of the San Gabriel Valley. In contrast, the number of child-care spaces increased in some more affluent communities.

On average, only one in five children under 5 in Los Angeles County had access to needed programs by the end of 2011. The loss of child-care services is likely to set children of the working poor back even further, depriving them of the early education that research shows makes a critical difference in school performance, experts said.

"The impact is most profound in the poorest communities where children are most in need of these programs," said Jacquelyn McCroskey, a USC professor of child welfare.

McCroskey said decades of national research has shown that children who attend high quality preschool programs had higher rates of high school graduation and home ownership — and lower rates of placement in special education programs, tobacco use and arrest. Without early exposure to vocabulary and other neurologically stimulating activities, a young child's brain synapses begin to wither away, she said.

In the hard-hit San Gabriel Valley, child-care providers lamented the loss of dozens of slots.

The Sunshine Educational Center in Rosemead, for instance, has lost about \$4,000 in monthly state subsidies to provide early care and educational services to low-income families — forcing it to drop one-third of its 60 state-funded students.

"It's been devastating for families," said Amy Leung, the center's director.

Some parents, she said, have had to give up working or put off plans to attend school themselves in order to take care of their children. Others have asked relatives or friends to watch their children. But youngsters who stay home often are deprived of rich learning and social environments, Leung said.

At the Sunshine center, walls are decorated with student artwork, writings and math work sheets. In one classroom recently, 2-year-olds were using flashcards to learn colors. The 4-year-olds were doing first-grade work: solving two-digit subtraction problems and constructing sentences.

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Through art, dramatic play and other activities, the children also learn critical social skills and creative expression, Leung said. The center's largely working-class immigrant parents, most from China, are unable to help their children learn such skills, she said.

At the Akitoi Learning Center in El Monte, Director Ofelia Aguilar said budget cuts have reduced her available full-time, state-subsidized preschool spots from 20 earlier this year to three. Families at her center are primarily low-income Latinos, many of them immigrants.

"The main concern parents have is how far behind their children will fall," Aguilar said.

The data were compiled by a team of research and advocacy organizations — including Advancement Project/Healthy City, Best Start L.A., the Child Care Resource Network, First Five L.A., Pathways and the County of Los Angeles' Office of Child Care. It is searchable online by ZIP Code, city, school district and legislative and congressional districts.

In examining the data, the researchers found that some more economically advantaged areas did not suffer the same reduction in resources. Santa Monica, for instance, gained 424 licensed child-care seats while spaces declined by 566 in Pomona, 462 in Compton and 750 in Willowbrook between 2008 and 2011.

[teresa.watanabe@latimes.com](mailto:teresa.watanabe@latimes.com)

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## Dearth of child care options for low-income families in Los Angeles County

December 19th, 2012 | [Add a Comment](#) |

By [Lillian Mongeau](#)

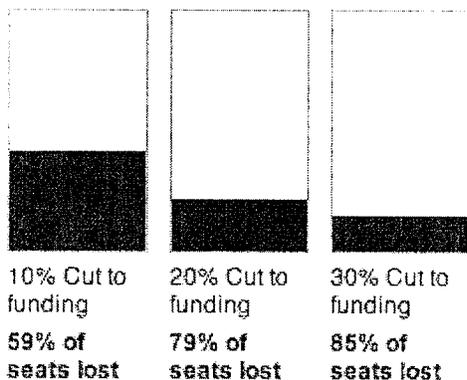
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**A report out today** by a coalition of government organizations and early learning advocates, shows just how severely the \$1.2 billion cut to state funding for early childhood education has affected Los Angeles County. Since 2008, 1,400 locations, or 15 percent of licensed child care centers in the county that had served 11,200 infants and toddlers have closed.

Laura Escobedo, the child care planning coordinator for L.A. County, said nearly a third of the statewide cut, or about \$400 million dollars, came out of her county's budget. Much of the data in today's report was gathered by Escobedo's organization in cooperation with L.A. County Head Start and Los Angeles Universal Preschool. Escobedo said they knew there had been a reduction in child care spots and they wanted to pinpoint how severely that reduction had affected individual neighborhoods and districts. Once the data was compiled and worked into a single database, Escobedo said it was clear to her that funding cuts have brought the early childhood care system in her county to the brink.

"[Policymakers] can't keep coming back and cutting more," Escobedo said. "It's not tenable. The system won't last with any more cuts."

**Child care seats for low income families**  
Percent decrease if funds are cut



Escobedo said the effect of cuts on the lowest-income families with no money to spend on child care was the most severe. The report shows that even a relatively small cut in funding of, say, 10 percent, would have a disproportionate effect on low-income families. Such a cut would result in a 12 percent reduction in child care seats overall, but would work out to 59 percent reduction of seats for low-income children. Since the poorest families require the largest subsidies, a decrease in public funding affects them more than families who can afford to pay for all or part of their child's early care or preschool costs.

Graph courtesy of [SaveMySeatLA.org](#).

"It isn't just putting 10 chairs away in a closet," Escobedo said. "It ripples through the entire system."

The coalition of government agencies worked together with a coalition of advocacy groups to produce a publicly searchable database showing how many seats are available in certain regions in comparison to the number of children in that same region. The database, which can now be found online at [SaveMySeatLA.org](http://SaveMySeatLA.org), allows users to drill down by zip code, school district or congressional district among other search criteria. On average, the report found, there are only seven child care or preschool seats available for every 100 children aged 0- to 3-years-old and only 38 seats available for every 100 children aged 3- to 5-years-old.

Whatever conclusions can be drawn from the data, just getting all of it in one place is an accomplishment. Subsidized preschool and child care spots are notoriously difficult to count.

"When a principal of a school or a parent asks, 'how many children in my town have a preschool to go to?' You might think that's an easy answer. But it isn't," said Lisa Guernsey, director of the Early Education Initiative at the New America Foundation.

Guernsey recently **co-authored a paper** urging policy-makers nationwide to do a better job counting kids and tracking funds. She wrote that overlapping funding streams and the multiplicity of child care and preschool providers make it extremely difficult to figure out just what is available to the youngest Americans.

"It's great, if not heroic, for communities to be trying to collect this data and provide it to their communities in a way that's useful," Guernsey said. "Being able to know what's open and available is a really big step."

### **Save My Seat L.A. Database**

***Counting Kids and Tracking Funds in Pre-K and Kindergarten*** by Lisa Guernsey and Alex Holt; New America Foundation

Going Deeper

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## IMPROVING YOUNG CHILDREN'S SUCCESS: CALIFORNIA'S RACE TO THE TOP-EARLY LEARNING CHALLENGE

### OVERVIEW

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

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

### CALIFORNIA'S APPROACH

California is taking a unique approach that builds upon the state's local and statewide successes. This will allow locals to develop and maintain control over their own quality improvement processes and build off of local investments, from First 5 Commissions and others, while still allowing counties to coordinate efforts when feasible and share lessons learned.

### WHAT IS A QRIS?

A Quality Rating and Improvement System (QRIS) is a set of tools to collect and disseminate information about, as well as improve the quality of early learning programs. They are based on a set of standards that describe the requirements center- and home-based early learning programs must meet in order to qualify for a QRIS rating -- the higher the quality the higher the rating. A QRIS can support early learning educators/providers with increased training, support and compensation; provide parents/families information on the type of learning and care their young children receive; and inform policymakers and the general public about the effectiveness of programs. Currently 25 states have a statewide QRIS.

### CA RTT-ELC Facts at a Glance:

- Received \$52.6 million four-year grant (January 2012 - December 2015);
- One of only 9 states to win grant;
- CA will take a local approach with state support:

Local: Quality Rating and Improvement Systems (QRIS) with three common tiers across counties, and setting goals that focus on child development and readiness for school; teachers and how they interact and support young children's learning and development; and program and classroom environment;

State: Ten one-time investments to support local efforts including teacher/provider training and professional development; kindergarten readiness; community care licensing; home visitation; developmental screenings; and evaluation of local QRIS efforts.

Nearly 75% of California's \$53 million RTT-ELC grant will be spent at the local level to support a voluntary network of 17 Regional Leadership Consortia, each led by an organization that is already operating or developing a Quality Rating and Improvement System, in 16 counties.

- + Alameda: First 5 Alameda
- + Contra Costa: First 5 Contra Costa
- + El Dorado: First 5 El Dorado
- + Fresno: Fresno County Office of Education
- + Los Angeles: LA STEP & LAUP
- + Merced: Merced County Office of Education
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The number of children under five-years-of-age in these 16 counties is almost 1.9 million, representing 70 percent of the total children birth to five in California.

## LOCAL ACTIVITIES & LOCAL QRIS

Consortia, comprised of 17 lead agencies in 16 counties, will bring together organizations in their regions with the same goal of improving the quality of early learning and expand their current areas of impact by inviting other programs to join their QRIS or reaching out to mentor other communities. By joining California's Race to the Top effort, the Consortia voluntarily agree to align their local QRIS to a common "Quality Continuum Framework" and will implement three common tiers in addition to any locally-determined tiers. In addition to a statewide evaluation of the common QRIS tiers, Consortia will also set local goals to improve the quality of early learning and development programs in the following three areas:

- *Child development and readiness for school;*
- *Teachers and how they interact and teach young children;*
- *Program and classroom environment.*

## STATE ACTIVITIES

California will also use RTT-ELC funding to support one-time investments in state efforts improving the lives of young children.

### **Early Learning Educator Training & Professional Development**

- Create a web-based overview of the California Collaborative for the Social and Emotional Foundations of Early Learning teaching pyramid and build a network of regional trainers and coaches to support local implementation.

- Provide "Train-the-trainer" instruction on the Program Administration Scale/Business Administration Scale training tools to California Early Childhood Mentor Program's Director Mentors and Family Child Care Home Mentors to support technical assistance to participating centers and family child care homes in the Consortia.
- Develop online training materials of existing early childhood content: (1) Infant/Toddler Learning and Development Foundations; (2) Preschool Learning Foundations and Frameworks; and (3) the Environment Rating Scales, to increase provider access.
- Coordinate alignment between and within community colleges and public universities for three additional child development unit-based coursework areas: infant/toddler; children with special needs; and program administration.

### **Kindergarten Readiness Information**

- Link Kindergarten entry assessment information from the Desired Results Developmental Profile - School Readiness (DRDP-SR) to the California Longitudinal Pupil Achievement Data System (CALPADS).

### **Community Care Licensing Information**

- Enhance the Department of Social Services, Community Care Licensing Division website to include educational and training materials for parents/families and child care providers.

## Home Visiting

- Provide training to local California Home Visiting Program staff on implementing the Program for Infant/Toddler Care (PITC) practices and lessons from the “Three R’s of Early Childhood: Relationships, Resilience, and Readiness” DVD.

## Developmental Screenings

- Provide coordinated training for Early Start early intervention program staff and support implementation of best practices in developmental and health screenings at the local level in collaboration with Consortia.
- Provide training on and distribute “Ages and Stages” developmental screening tools and materials to the Consortia and CDE Child Development Division contracted programs.

### **For More Information:**

Visit the California Department of Education’s RTT-ELC website: [www.cde.ca.gov/sp/cd/rt/](http://www.cde.ca.gov/sp/cd/rt/)

Email the California Department of Education, Child Development Division: [rtt-elc@cde.ca.gov](mailto:rtt-elc@cde.ca.gov)

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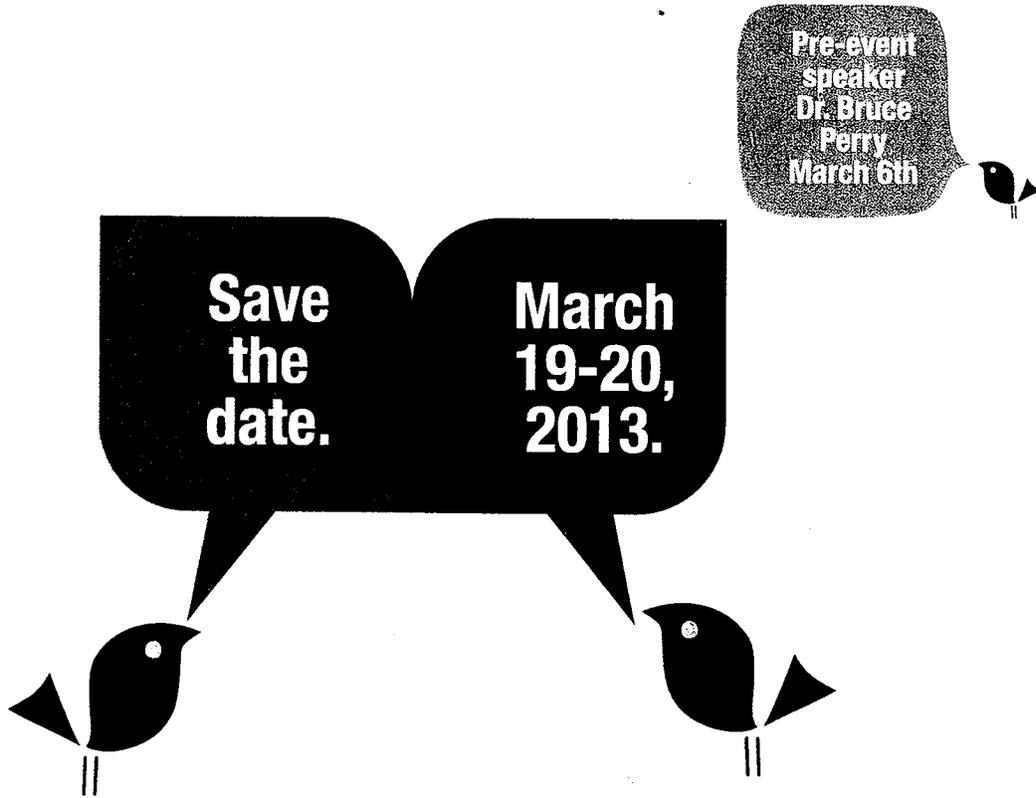
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[www.advancementprojectca.org](http://www.advancementprojectca.org)



Preschool California is a nonprofit advocacy organization working to increase access to high-quality early learning for all of California’s children, starting with those who need it most.

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