



**County of Los Angeles
Policy Roundtable for Child Care and Development**



Proposed Meeting Agenda for April 9, 2014

Goals for Meeting:

- Conduct Roundtable business in a fair and transparent manner.
- Surface issues that are relevant to the group’s mission, provide accurate information on those issues, and facilitate both dialogue and action.

| | | | |
|-------|--|------------------------|-------------------------------------|
| 10:00 | 1. Welcome and Introductions | | Dora Jacildo Chair |
| | • Comments from the Chair | | |
| 10:10 | 2. Approval of March 12, 2014 Minutes | <i>Action Item</i> | |
| 10:20 | 3. Providing Input to the First 5 LA Strategic Plan Process | | Karla Pleitez Howell |
| 10:30 | 4. LAUP Strategic Plan Update | | Dawn Kurtz |
| 11:00 | 5. Legislative Update | | Maureen Diekmann Michele Sartell |
| | a. Legislation | | |
| | AB 1902 (Bonta) Elimination of Parent Fees for State Preschool | <i>Action Item</i> | |
| | b. Opportunity for System Change – A Discussion | | |
| | SB 837 (Steinberg) Transitional Kindergarten | | |
| | SB 1123 (Liu) California Strong Start Program | | |
| 11:50 | 6. Public Comment and Announcements | | Guests and Members |
| 12:00 | 7. Call to Adjourn | | |

Mission Statement

The Los Angeles County Policy Roundtable for Child Care and Development 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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**County of Los Angeles
Policy Roundtable for Child Care and Development
Meeting Minutes for March 12, 2014**

1. Welcome and Introductions

Chair Dora Jacildo called the meeting to order at approximately 10:10 a.m. and welcomed all participants. Following self-introductions, Ms. Jacildo offered a special welcome to Dr. Dawn Kurtz who was officially appointed as the Los Angeles Universal Preschool representative to the Policy Roundtable for Child Care and Development (Roundtable) on March 4, 2014. Ms. Jacildo also noted that she was losing her voice and would possibly need a little help getting through the meeting.

2. Approval of February 12, 2014 Minutes

Ms. Jacildo directed members to the minutes of February 12, 2014.

Mr. Duane Dennis moved approval of the minutes and Dr. Sharoni Little offered a second to the motion. The minutes were approved unanimously.

3. Policy Framework for Child Care and Development (Policy Framework)

Dr. Jacquelyn McCroskey reported that the recommended language changes presented at the February meeting and by representatives of the Chief Executive Office – Intergovernmental Relations and External Affairs (IGEA) were incorporated into the latest version of the Policy Framework. She stated that the concepts addressed by the Policy Framework are firm, but additional tweaks to the language could be possible. That said, Dr. McCroskey asked if the members were prepared to endorse the Policy Framework.

Dr. Gilchick moved that the Roundtable endorse the Policy Framework document. Ms. Howell offered a second and the motion passed unanimously.

Dr. McCroskey thanked everyone for their work on the document. Next steps will include preparing a Board letter and presentation at a cluster meeting. The goal is to have the Policy Framework adopted by June 30, 2014.

Prior to closing this item, Mr. Dennis requested that the Roundtable be updated on the Governor's proposed CalWORKs Parent/Child Engagement Demonstration Pilot Project to provide intense case management services to families facing multiple challenges to employment. Ms. Malaske-Samu responded that she would work with representatives of IGEA to coordinate a presentation and discussion.

4. Implementation of Race to the Top/Early Learning Challenge (RTT/ELC)

In the interest of preserving Ms. Jacildo's voice, Kathleen Malaske-Samu introduced guest speakers Cecelia Fisher-Dahms, California Department of Education/Early Education and Support Division (CDE/EESD), and Sarah Neville Morgan, First 5 California Commission. Ms. Malaske-Samu noted that both speakers were involved in the development of CDE/EESD's application for the RTT/ELC grant. While completing the application and securing the

Governor's signature in time to submit to the federal agencies was a noteworthy feat, it was just a warm up for working with the passionate and opinionated representatives of the 16 counties involved in the RTT-ELC implementation!

Ms. Fisher-Dahms pointed out that the RTT-ELC is a collaborative project involving the U. S. Departments of Health and Human Services and Education. Linda Smith, the current Deputy Assistant Secretary of Early Childhood Development and her predecessors have been quite concerned that federal funds are being used to purchase child development services for extremely vulnerable children and the quality of those services vary significantly. Implementation of child care quality rating and improvement services (QRIS), aimed at programs serving high need children, was seen as a way to raise the quality of care.

The RTT-ELC application was released in 2011 and was designed to promote statewide QRISs. Unfortunately, Governor Brown would not support a statewide effort in California as it could result in additional cost pressures for the State.

Ms. Camille Maben, then Director of the CDE/EESD (currently Executive Director of First 5 California) convinced Superintendent Tom Torlakson that it was possible to meet the RTT-ELC application guidelines while also meeting the needs of the Governor. California's application incorporated CDE developed instruments such as Desired Results and the California Preschool Learning Foundations and First 5 California's Power of Preschool Programs, as well as national research.

Ms. Neville-Morgan reported that California's application was ranked ninth in the review process. The first eight grantees received the amount they requested. California was awarded the remaining funds, which was approximately half of the amount requested.

After many long discussions, the 16 county representatives agreed on a hybrid rating matrix with three common tiers and two locally defined tiers. For example, Tier 1 is a common tier across all the consortia and requires programs to be compliant with Community Care Licensing regulations. Tier 5 is locally defined and in some counties matches the criteria for accreditation by the National Association for the Education of Young Children.

The strength of California's process is how each consortium communicates with its constituents and then brings that information back to the larger process. In the planning process, the group recognized that the rating matrix needed to be focused and measureable. The group also understood the importance of ongoing professional development. So, in addition to the rating matrix, the Consortium has also developed a professional development matrix.

Many of the consortia have faced serious problems in identifying reliable raters. As a result, the First 5 California Commission is establishing three "Master" anchors. These Master anchors will be able to train regional anchors on the Classroom Assessment Scoring System (CLASS) and the Environment Rating Scales (ERS).

California's RTT-ELC allocation was increased by \$25 million at the end of 2013, bringing the total allocation up to 75 percent of what was originally requested. With these additional funds, the participating counties now have a responsibility to mentor other counties with an interest in developing a QRIS. Currently 13 counties are being mentored and many of them are being supported or lead by their First 5 Commission.

The federal RTT-ELC website posts information on each state's QRIS including the Annual Performance Reports (APR). These reports provide information on the number and type of programs participating in each state's QRIS. Per California's first APR, the following programs were participating in RTT- ELC:

- 436 California State Preschool Programs
- 336 Programs receiving Alternative Payment or CalWORKs child care vouchers
- 236 Head Start Programs
- 5 Title 1 Preschool Programs
- 433 Other

While participation is clearly targeting programs serving high need children, California did not meet its targets. Consortium members have been enlisted to increase participation of programs serving high need children.

While CDE/EESD has allocated the majority of the funds to the 16 consortia, some dollars have been retained at the state level to promote collaborative work across the following state agencies:

- The State Board of Education
- Department of Developmental Services
- Department of Public Health
- Department of Social Services

Under this collaboration, Community Care Licensing has enhanced its website to include educational and training materials for families and child care providers. The Ages and Stages Questionnaire (ASQ) has been distributed to programs participating in QRIS.

Members thanked Ms. Fisher-Dahms and Ms. Neville-Morgan for all the information they shared. The following issues were raised in the discussion:

- As of January 1, 2014, health insurance is now able to cover occupational therapy and speech and language therapy. This is critical as children with mild to moderate disabilities are not served by Regional Centers.
- Is the Governor changing his position on supporting a statewide QRIS? While Legislative staff are very interested in QRIS, and the Governor has supported education, it is not clear that the Governor is supporting early education.
- The proposed regulations for the Child Care and Development Fund are designed to promote higher quality care.
- The RTT-ELC supplemental award of \$25 million generated interest with the Department of Finance and the State Board of Education.
- American Institute for Research (AIR) has been awarded a contract by CDE to evaluate the QRIS. The evaluation, which was launched in January, has two parts. The first part is to validate the rating process. The second part, which will begin next year, is to determine if children attending higher rated programs demonstrate different outcomes. The evaluation results will be available in 2016.

Members once again expressed their appreciation for the information shared by Ms. Fischer-Dahms and Ms. Neville-Morgan.

5. Legislative Update

Maureen Diekmann guided members through the Legislative Matrix included in their materials and noted the following:

- AB 1902 (Bonta) – proposes eliminating parent fees for part-day State Preschool
- AB 2111 (Ammiano) – would allow school districts, charter schools and county superintendent of schools to use their Local Control Funding Formula funds or other funds to offer the California School-Age Family Education (Cal-SAFE) program for pregnant and parenting teens including child development programs for their young children
- SB 1123 (Liu) – introduced on February 19th as a spot bill, expresses legislative intent to establish the California Strong Start program. This is the companion bill to SB 837 that is expected to redesign the General Child Care program for infants and toddlers to serve infants through three year old children. The Joint Committee plans to watch this bill closely for amendments that will flesh out its contents.

Another item of likely interest to the Roundtable is Trailer Bill Language that would implement the Governor's proposal to increase funding to the Department of Social Services, Community Care Licensing Division. Overall, the proposal is intended to centralize services to create efficiencies for handling applications for licenses for and complaints against foster family and adoption agencies, adult day programs, adult residential facilities and child development centers and family child care homes.

The amendments to existing Health and Safety Code with respect to centers and family child care homes include:

- Increasing the application and annual licensing fees by 10 percent and then adjusting the fees up or down annually according to the California Consumer Price Index for ensuing fiscal years
- Increasing civil penalties if a licensee is found out of compliance. Currently, civil penalties range from \$25 to \$150 per day for each violation. The proposed amendment would require assessing an immediate civil penalty that is five times the facilities annual fee per day, per violation until and including the day the deficiency is corrected, for any serious violations. Fees continue to increase for repeats of the same violation and for missing the deadline for correction.

The Joint Committee will take a closer look at this language at their next meeting scheduled for March 24th.

6. Public Comment and Announcements

Fran Chasen announced the following events:

- March 26th - Visual Impairment: Personal Experience, Diagnoses, and Intervention at Braille Institute, 8-11:00 a.m. <http://www.idaofcal.org/pdf/Visual%20ImpairmentFinal3-2014.pdf>
- April 10-11 - IDA: Southern California Regional Conference, The Significance of Sensory Experiences in Young Children at the Westin Hotel located in Pasadena, CA. <http://idaofcal.org/docuserfiles/files/IDA%20Conf%20Brochure%202014online%281%29.pdf>
- April 26th - Super Saturday, SCAEYC/North Bay - Week of the Young Child Event. www.scaeyc.net
- May 17th - SCAEYC Event - A Historical Tour and Literacy Workshop, Every Child Ready to Read: Easy Activities to Encourage Early Literacy at the Los Angeles Central Library located at 630 W. 5th St., LA, CA 90071. www.scaeyc.net

Melissa Reardon reminded everyone of the Water Cooler Conference scheduled for March 24th and 25th in Sacramento.

Ellen Cervantes announced that the Child Care Resource Center Legislative Breakfast was taking place on March 21, 2014 at California State University, Northridge.

Sarah Neville-Morgan encouraged folks to be on the look-out for First 5 California's ad campaign stressing the importance of talking, singing and reading with young children.

John Harris announced that the UCLA Anderson School forecast on human capital is scheduled for April 2, 2014.

Michele Sartell reported that applications to join the Child Care Planning Committee for the 2014-15 year are available on the Office of Child Care website at www.childcare.lacounty.gov.

Nurhan Pirim reported that the Department of Public Social Services was once again distributing a Head Start recruitment flyer to their client population.

Duane Dennis complimented Dr. Jacquelyn McCroskey on the extremely informative session on data integration at USC.

7. Call to Adjourn

Chair Jacildo thanked everyone for their participation and adjourned the meeting at approximately 12:05 p.m.

Members Attending:

Maria Calix, Second District
Sam Chan, Department of Mental Health
Fran Chasen, Southern California Association for the Education of Young Children
Duane Dennis, Child Care Alliance of Los Angeles
Maureen Diekmann, Los Angeles Unified School District
Robert Gilchick, Department of Public Health
Jennifer Hottenroth, Department of Children and Family Services
Karla Pleitez, Child Care Planning Committee
Dora Jacildo, Fourth District
Sharoni Little, Second District
Dawn Kurtz, Los Angeles Universal Preschool
Kathleen Malaske-Samu, Chief Executive Office
Jacquelyn McCroskey, Third District
Terri Nishimura, Fourth District
Faith Parducho, Department of Parks and Recreation
Nurhan Pirim, Department of Public Social Services
Ann Franzen, Alternate for Nina Sorkin, Commission for Children and Families
John Whitaker, Fifth District
Debi Anderson, Alternate for Keesha Woods, Los Angeles County Office of Education

76% of members or alternates were in attendance.

Guests Attending:

Kate Anderson, LA Home Visiting Consortium
Cristina Alvarado, Child Care Alliance of Los Angeles
Rob Beck, Department of Public Social Services
Patricia Carbajal, Chief Executive Office
Ellen Cervantes, Child Care Resource Center
Richard Cohen, Children's Institute, Inc.
John Harris, ECE Works!
Danette M Bride, Office of Supervisor Mark Ridley Thomas
Christina Nigrelli, ZERO TO THREE
Melissa Reardon, Advancement Project
Olyvia Rodriguez, Chief Executive Office
Nancy Lee Sayre, UCLA Center for Improving Child Care Quality
Kathy Schreiner, Child Care Planning Committee
Steve Sturm, Department of Children and Family Services
Cheri Thomas, Chief Executive Office
Michelle Vega, Office of Supervisor Antonovich
Randi Wolfe, Tikkun Consulting

Staff:

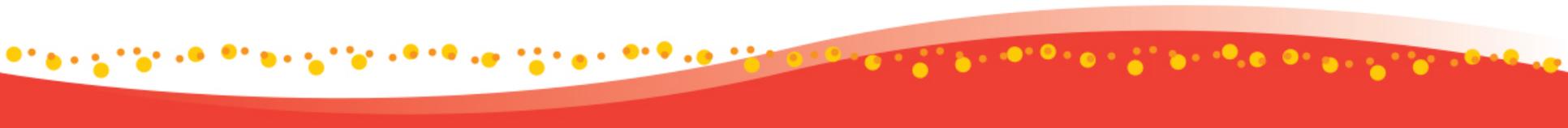
Mariela Balam
Michele Sartell



**Strategic Plan 2015-2020:
Focusing for the Future**

Special Meeting of the
Board of Commissioners and
Program & Planning Committee

March 27, 2014



Goals of today's presentation

- Provide an orientation to the strategic planning process
- Review and discuss findings from strategic planning “jumpstart”
- Discuss draft decision-making criteria



Many levels of involvement are required to develop and approve F5LA's strategic plan

| Body | Roles & Responsibilities | Decision-Making Authority |
|------------------------------|--|---|
| Steering Committee | <ul style="list-style-type: none"> ▪ Provide internal leadership and coordination ▪ Maintain process direction and focus ▪ Lead and/or support Board and P&P discussions, including preparing materials | <ul style="list-style-type: none"> ▪ Approves recommendations on options, opportunities and strategies for Board consideration ▪ Approve meeting agendas and materials |
| Strategic Planning Workgroup | <ul style="list-style-type: none"> ▪ Provide substantive information and/or data related to First 5 LA investments ▪ Represent specific First 5 LA content areas ▪ Members who are not part of the Steering Committee serve as department representative/liaison ▪ Inform key elements associated with the strategic plan ▪ Provide input on engagement of broader First 5 LA staff | <ul style="list-style-type: none"> ▪ Provide recommendations on options, opportunities and strategies for Board consideration |
| Program & Planning Committee | <ul style="list-style-type: none"> ▪ Board-delegated body responsible for final recommended strategic plan ▪ Engage the Commission as needed; ensure that the planning process addresses the Commission's planning and decision-making needs ▪ Review and provide input into key products comprising and informing the strategic plan | <ul style="list-style-type: none"> ▪ Endorse strategies and related products for recommendation to the Commission |
| Board of Commissioners | <ul style="list-style-type: none"> ▪ Receive regular updates on progress of the strategic planning process ▪ Provide feedback regarding, and ultimately approve key products comprising and informing the strategic plan (including any needed revisions to mission and/or vision) ▪ Review, debate, and ultimately approve the proposed strategic plan | <ul style="list-style-type: none"> ▪ Approves planning framework ▪ Approves revisions to mission/vision (as needed) ▪ Approves strategic plan (i.e. goals and investment priorities) |
| Public Stakeholders | <ul style="list-style-type: none"> ▪ Provide comments on key decisions and priorities identified by Commission | <ul style="list-style-type: none"> ▪ Review and provide feedback |

Discussion

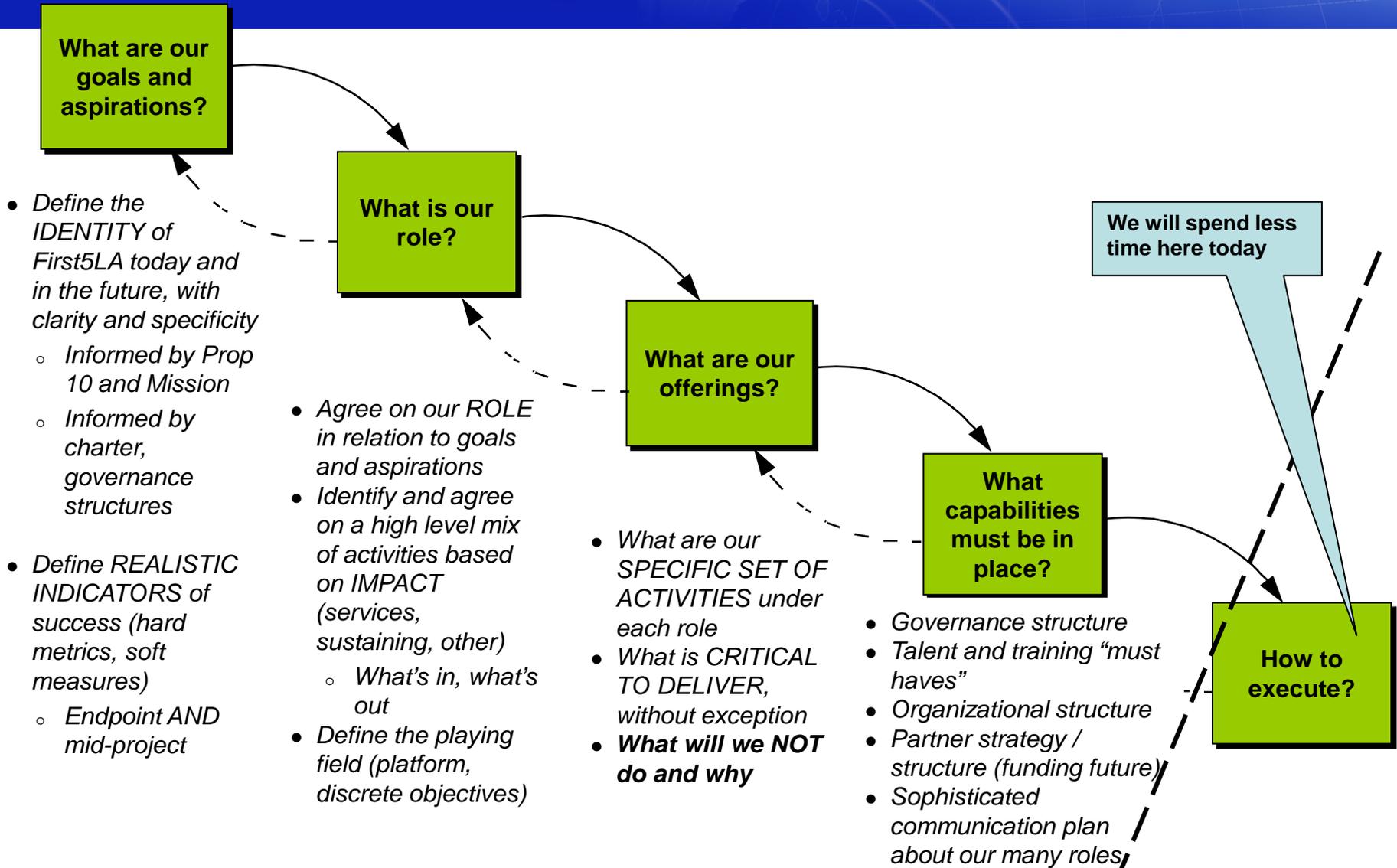
- What challenges do you foresee arising during this strategic planning process and what are your ideas for addressing these challenges?

Strategic planning “jumpstart” helped to identify early strategic choices for further exploration

- Claremont Graduate University Drucker School of Management School interviews with a small number of staff and Commissioners
- A one-day workshop was held to “jumpstart” the identification of key choices and opportunities for First 5 LA
- Information will be used to lead future conversations and analysis

Approach: Strategy as a cascade of inter-related choices

Iteration between all steps



Mega-choices: we identified 5 questions to be answered upfront

Choices

Who are we?

What do we do?

Options

An agent of innovation, generating and promoting new ideas

An agent sustaining real-world results, focusing on a small but important problem

Fund and/or provide services

Enhance systems and supports

Advocate and influence policy

A translator of innovation, supporting proven approaches to real-world settings

An agent scaling real-world approaches that work, bringing them to the larger population

Enhance neighborhoods

Enhance workforces

Mega-choices (cont.)

Choices

Options

At what level should our impact be aimed?

Individual outcomes (children, parents, others)

Group or population outcomes

Community capacity-building outcomes

What is our route to impact?

Direct

Indirect

What should be our sources of revenue?

Expand beyond Prop 10 sources, for First 5 LA use only

Expand beyond Prop 10 sources, for the use of First 5 LA and others involved in the fund-raising efforts

Status quo (work with the existing Prop 10 sources)



Discussion

- Are these the right mega-choices to consider? What else is missing?
- The options presented under each of the mega-choices are informed hypotheses around how each of these key questions could be answered. Are there other options missing from this list?

Criteria will be used to guide decision-making process and to ensure transparency and accountability

To achieve focus, First 5 LA will use approved criteria to make a variety of strategic decisions in the following areas:

- Goals
- Pathways to Achieve Goals
- How to Focus Resources (e.g. financial, human, social) Within our Target Population

The “Gradients of Agreement” tool will help decision-making during the strategic planning process



Discussion

- What is your feedback regarding the proposed approach to decision-making?
- What is your feedback regarding the draft decision-making criteria?
- What additional elements should be considered?

Next Steps

- **Staff Strategic Planning Workgroup:** convened April 10th to review LFA's synthesis of 2013 data
- **Board of Commissioners:** receive complete update on Drucker "jumpstart" and review decision-making criteria at the April 10th Commission meeting
- **P&P Committee:** receive update on LFA's 2013 data synthesis report on April 24; engage in exercise to refine goals and pathways on May 19

LAUP
Strategic and Business
Planning Update

April 9, 2014 Policy Roundtable for Child Care and Development

Planning Process Review

1

- Three phases:
 - ▣ Discovery (September – December 2013)
 - Review data and literature, conduct stakeholder interviews and a stakeholder survey.
 - Analyze data and develop a Discovery report.
 - ▣ Design (December 2013 – March 2014)
 - Conduct strategic and business planning sessions.
 - Finalize Vision, Mission, Values, Goals, and Strategies.
 - Draft Strategic Plan and Business Plan.
 - ▣ Delivery (March – June 2014)
 - Engage in an iterative review process resulting in final versions of the Strategic Plan and Business Plan.

April 9, 2014

Vision

2

**Educational Justice: Every child
will succeed in school and life.**

April 9, 2014

Mission

Support the development of the whole child by improving the quality and capacity of early education programs, developing a qualified and diverse workforce, and strengthening family engagement. Create and sustain strategic partnerships and advocate for policies that promote access and program excellence.

April 9, 2014

Strategic Plan Areas



April 9, 2014

Strategic Plan Areas and Goals



April 9, 2014

Strategic Plan Areas and Goals

6

II. Strategic Partnerships

Develop and sustain the strategic funding and programmatic partnerships necessary for growing high-quality early education systems in Los Angeles, the region, state, and nation.

Partner with First 5 LA to bring to scale high-quality early education systems in LA County.

April 9, 2014

Strategic Plan Areas and Goals

7

III. Advocacy and Public Will Building

Elevate the profile of early education in LA County and, subsequently, the state, and nation.

Advocate in partnership with First 5 LA to create a policy and funding environment supporting high-quality early education systems in LA County.

Strengthen and mobilize support for the movement for publicly funded, high-quality early education in LA County, the state, and nation.

April 9, 2014

How Do We Define Quality?

8

- LAUP developed and currently utilizes a 5-Star Quality Rating and Improvement System (QRIS) as a vehicle for defining and driving quality;
- This system helped to inspire the state of California's work to develop a statewide quality continuum framework;
- Going forward, LAUP has committed to utilize the state's framework, which helps to provide a precise definition of program quality.

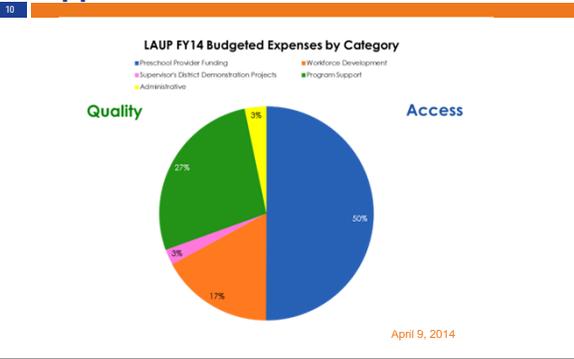
April 9, 2014

How Do We Define Quality?

| Core Area | Elements |
|--|--------------------------------------|
| Child Development and School Readiness | Child Observation |
| | Developmental and Health Screenings |
| Teachers and Teaching | Minimum Qualifications for LT/FCCH |
| | Effective Teacher-Child Interactions |
| Program and Environment | Ratios and Group Size |
| | Program Environment |
| | Director Qualifications |

April 9, 2014

Current & Future Funding Opportunities



Next Steps

- Finalize Strategic Plan
 - Host Stakeholder Meeting
 - Continue Business Planning including analysis of the QRIS market
 - Approval of Strategic Plan by LAUP Board
 - Deliver Business Plan to First 5 LA
- April 9, 2014



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**CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT–ELC)
QUALITY CONTINUUM FRAMEWORK – HYBRID RATING MATRIX WITH ELEMENTS AND POINTS FOR CONSORTIA COMMON TIERS 1, 3, AND 4**

| ELEMENT | BLOCK (Common Tier 1) Licensed In-Good Standing | 2 POINTS | 3 POINTS | 4 POINTS | 5 POINTS |
|---|--|--|---|--|---|
| CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS | | | | | |
| 1. Child Observation | <input type="checkbox"/> Not required | <input type="checkbox"/> Program uses evidence-based child assessment/observation tool annually that covers all five domains of development | <input type="checkbox"/> Program uses valid and reliable child assessment/ observation tool aligned with CA <i>Foundations & Frameworks</i> ¹ twice a year | <input type="checkbox"/> DRDP 2010 (minimum twice a year) and results used to inform curriculum planning | <input type="checkbox"/> Program uses DRDP 2010 twice a year and uploads into DRDP Tech and results used to inform curriculum planning |
| 2. Developmental and Health Screenings | <input type="checkbox"/> Meets Title 22 Regulations | <input type="checkbox"/> Health Screening Form (Community Care <i>Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent</i>) used at entry, then: 1. Annually <u>OR</u> 2. Ensures vision and hearing screenings are conducted annually | <input type="checkbox"/> Program works with families to ensure screening of all children using a valid and reliable developmental screening tool at entry and as indicated by results thereafter <u>AND</u> <input type="checkbox"/> Meets Criteria from point level 2 | <input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ at entry and as indicated by results thereafter <u>AND</u> <input type="checkbox"/> Meets Criteria from point level 2 | <input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ & ASQ-SE , if indicated, at entry, then as indicated by results thereafter <u>AND</u> <input type="checkbox"/> Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate <u>AND</u> <input type="checkbox"/> Meets Criteria from point level 2 |
| CORE II: TEACHERS AND TEACHING | | | | | |
| 3. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCCH) | <input type="checkbox"/> Meets Title 22 Regulations [Center: 12 units of Early Childhood Education (ECE)/Child Development (CD) FCCH: 15 hours of training on preventive health practices] | <input type="checkbox"/> Center: 24 units of ECE/CD ² <u>OR</u> Associate Teacher Permit <input type="checkbox"/> FCCH: 12 units of ECE/CD <u>OR</u> Associate Teacher Permit | <input type="checkbox"/> 24 units of ECE/CD + 16 units of General Education <u>OR</u> Teacher Permit <u>AND</u> <input type="checkbox"/> 21 hours professional development (PD) annually | <input type="checkbox"/> Associate's degree (AA/AS) in ECE/CD (or closely related field) <u>OR</u> AA/AS in any field plus 24 units of ECE/CD <u>OR</u> Site Supervisor Permit <u>AND</u> <input type="checkbox"/> 21 hours PD annually | <input type="checkbox"/> Bachelor's degree in ECE/CD (or closely related field) <u>OR</u> BA/BS in any field plus/with 24 units of ECE/CD (or Master's degree in ECE/CD) <u>OR</u> Program Director Permit <u>AND</u> <input type="checkbox"/> 21 hours PD annually |
| 4. Effective Teacher-Child Interactions: CLASS Assessments (*Use tool for appropriate age group as available) | <input type="checkbox"/> Not Required | <input type="checkbox"/> Familiarity with CLASS for appropriate age group as available by one representative from the site | <input type="checkbox"/> Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan | <input type="checkbox"/> Independent CLASS assessment by reliable observer with minimum CLASS scores: Pre-K ▪ Emotional Support - 5 ▪ Instructional Support –3 ▪ Classroom Organization – 5 Toddler ▪ Emotional & Behavioral Support – 5 | <input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: Pre-K ▪ Emotional Support – 5.5 ▪ Instructional Support – 3.5 ▪ Classroom Organization – 5.5 Toddler ▪ Emotional & Behavioral Support – 5.5 |

¹ As of 01/2014 approved assessments are: Creative Curriculum GOLD and Early Learning Scale by National Institute of Early Education Research (NIEER)

² For all ECE/CD units, the core 8 are desired but not required.

**CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT–ELC)
QUALITY CONTINUUM FRAMEWORK – HYBRID RATING MATRIX WITH ELEMENTS AND POINTS FOR CONSORTIA COMMON TIERS 1, 3, AND 4**

| ELEMENT | BLOCK (Common Tier 1) Licensed In-Good Standing | 2 POINTS | 3 POINTS | 4 POINTS | 5 POINTS |
|--|---|--|---|---|--|
| | | | | ▪ Engaged Support for Learning – 3.5 | ▪ Engaged Support for Learning – 4 |
| CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership | | | | | |
| 5. Ratios and Group Size (Centers Only beyond licensing regulations) | <input type="checkbox"/> Center: Title 22 Regulations Infant Ratio of 1:4 Toddler Option Ratio of 1:6 Preschool Ratio of 1:12 <input type="checkbox"/> FCCH: Title 22 Regulations <i>(excluded from point values in ratio and group size)</i> | <input type="checkbox"/> Center - Ratio:Group Size Infant/Toddler – 4:16 Toddler – 3:18 Preschool – 3:36 | <input type="checkbox"/> Center - Ratio:Group Size Infant/Toddler– 3:12 Toddler – 2:12 Preschool– 2:24 | <input type="checkbox"/> Center - Ratio:Group Size Infant/Toddler – 3:12 or 2:8 Toddler – 2:10 Preschool – 3:24 or 2:20 | <input type="checkbox"/> Center - Ratio:Group Size Infant/Toddler – 3:9 or better Toddler – 3:12 or better Preschool – 1:8 ratio and group size of no more than 20 |
| 6. Program Environment Rating Scale(s) (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R) | <input type="checkbox"/> Not Required | <input type="checkbox"/> Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan | <input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 4.0 | <input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0 | <input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 |
| 7. Director Qualifications (Centers Only) | <input type="checkbox"/> 12 units ECE/CD+ 3 units management/ administration | <input type="checkbox"/> 24 units ECE/CD + 16 units General Education +/with 3 units management/ administration <u>OR</u> Master Teacher Permit | <input type="checkbox"/> Associate's degree with 24 units ECE/CD +/with 6 units management/ administration and 2 units supervision <u>OR</u> Site Supervisor Permit <u>AND</u> <input type="checkbox"/> 21 hours PD annually | <input type="checkbox"/> Bachelor's degree with 24 units ECE/CD +/with 8 units management/ administration <u>OR</u> Program Director Permit <u>AND</u> <input type="checkbox"/> 21 hours PD annually | <input type="checkbox"/> Master's degree with 30 units ECE/CD including specialized courses +/with 8 units management/ administration, <u>OR</u> Administrative Credential <u>AND</u> <input type="checkbox"/> 21 hours PD annually |
| TOTAL POINT RANGES | | | | | |
| Program Type | Common-Tier 1 | Local-Tier 2 ³ | Common-Tier 3 | Common-Tier 4 | Local-Tier 5 ⁴ |
| Centers 7 Elements for 35 points | Blocked (No Point Value) – Must Meet All Elements | Point Range 8 to 19 | Point Range 20 to 25 | Point Range 26 to 31 | Point Range 32 and above |
| Infant-only Centers 6 elements for 30 points | Blocked (No Point Value) – Must Meet All Elements | Point Range 7 to 15 | Point Range 16 to 21 | Point Range 22 to 26 | Point Range 27 and above |
| FCCHs 5 Elements for 25 points | Blocked (No Point Value) – Must Meet All Elements | Point Range 6 to 13 | Point Range 14 to 17 | Point Range 18 to 21 | Point Range 22 and above |
| Infant-only FCCHs 4 Elements for 20 points | Blocked (No Point Value) – Must Meet All Elements | Point Range 5 to 10 | Point Range 11 to 13 | Point Range 14 to 17 | Point Range 18 and above |

³Local-Tier 2: Local decision if Blocked or Points and if there are additional elements

⁴ Local-Tier 5: Local decision if there are additional elements included

TRANSITIONAL KINDERGARTEN FOR ALL: CREATING GREATER EQUITY

EARLY LEARNING MATTERS

Early learning is critical to laying the strong foundation for later success. In transitional kindergarten (TK), young children not only develop core academic knowledge in pre-literacy and early math, they develop critically important learning skills, such as paying attention, managing emotions and completing tasks.

To ensure all children are on the path of college and career readiness, we must start early in the education pipeline, focusing children's learning starting at birth, getting them ready for kindergarten and building on their progress in early elementary.

Unfortunately, California is failing to meet the needs of all its children. 52% of our 3rd graders test below proficient in English-Language Arts and more than 30% are not proficient in Mathematics. And students who start out behind too often stay behind—those who aren't reading proficiently in 3rd grade are four times more likely to not graduate from high school.¹ Recent Stanford University research also shows that by age 5, low-income children are more than two years behind their higher income peers in language development.

THE ACCESS GAP

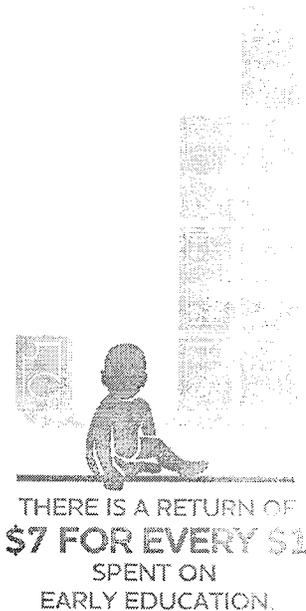
Far too many of California's children do not have access to the high-quality early learning experiences they need and deserve. Children with the largest gaps in school readiness and achievement are least likely to participate in high-quality kindergarten readiness programs. Only half of California's low-income preschool-aged children benefit from existing State Preschool or federal Head Start programs. And, only a quarter of children have access to transitional kindergarten. We can, and must do more to ensure all California's children have access to high-quality early learning experiences.

EXPANDING AND IMPROVING TK

- Provides all 4 year olds with high-quality transitional kindergarten (TK) that meets the specific learning and developmental needs of children by improving and expanding the current TK to serve all 4 year olds in California
- 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 the existing state-contracted child development system
- Existing federal and state preschool funds can be focused on additional early care and education programs for low-income 3 and 4 year olds.
- Has five-year phase in to expand services to all children

TK FOR ALL: VISION FOR OUR CHILDREN

- Age and developmentally appropriate
- Build on high-quality early learning and child care programs—including federal Head Start—to sustain the gains that children achieve attending those programs
- Support all children in developing the skills necessary for success in school and life. These skills include:
 - Cognitive: language, early literacy, numeracy
 - Social emotional: perseverance, self-control, self-esteem, motivation and conscientiousness
 - Physical: gross and fine motor development, healthy eating habits



HIGHER QUALITY PROGRAMS FOR OUR CHILDREN

Standards would be based on the Preschool Learning Foundations and aligned with the Kindergarten Common Core standards until the State Board of Education adopts final 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 | 46,000 | 46,000 | 46,000 | 46,000 | 46,000 | 350,000 ² |
| Estimated Additional TK funding | \$280 million | \$1.4 billion |

NEW OPPORTUNITIES FOR TEACHERS

- Compensation would be on par with K-12 colleagues
- 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
 - 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
- 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"
- Professional development for TK teachers supports:
 - Teacher-child interactions that promote child engagement and learning
 - The use of data to inform instructional strategies

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
- The framework would create a unique base ADA for TK, and the overall average cost would be about \$6,300 per child in each session³
- TK would continue to be eligible for school facilities funding

EXPANDED FULL-DAY SERVICES FOR THE FAMILIES WHO NEED IT MOST

- \$175 million of the \$350 million previously spent on part-day State Preschool for 4 year olds would stay within the child development system, and fund full-day full-year TK for low-income children
- Local districts and providers could choose to extend TK to full-day by using State Preschool funding, Local Control Funding Formula (LCFF), and Title I

For more information, please visit www.earlyedgecalifornia.org/kids-ready.

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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SB 1123: Early Learning: The Strong Families, Strong Children Act
Senator Carol Liu, 25th District
As Amended April 3, 2014

SUMMARY

SB 1123 (Liu) will:

- Expand access for low income infants, toddlers, and their parents to quality early learning and parental support services.
- Expand access to full day, full year wrap around state preschool.
- Rename the General Child Care for infants and toddlers program “Strong Start for Children and Families” services.
- Allow for a choice of program delivery options to meet the unique needs of families—including child care, voluntary home visitation, and evidence-based family engagement and support services.
- Increase quality standards and the adjustment factors of California State Preschool and Strong Start, relative to the existing General Child Care for infants and toddlers program.
- Eliminate the family fee for part-day state preschool.
- Allow children’s eligibility in child care and development programs to be annually determined, supporting continuity of care by ensuring children do not lose services mid-year.

BACKGROUND

The first three years of life are a period of dynamic and unparalleled brain development in which children acquire the ability to think, speak, learn, and reason. During these first 36 months, children need good health, strong families, and positive early learning experiences to lay the foundation for later school success. Low income infants and toddlers are at greater risk for a variety of poorer outcomes and vulnerabilities, such as later school failure, learning disabilities, behavior problems, developmental delay, and health impairments.

Existing state law requires the Superintendent of Public Instruction to administer child care and development programs, including the General Child Care and Development program that provides services to eligible low income children birth to 13 years of age. For children birth to three years old, the General Child Care program funds centers and family child care home networks to provide full-day, full year child care and development services that meet the Department of Education’s Infant/Toddler Learning and Development Foundations. Since 2009, the number of children served has dropped from over 18,000 to 10,000.

The most effective way to help infants and toddlers is to promote positive parent-child relationships. Currently, California’s child care and development programs lack many of

the parent education and support services other evidence based models such as Early Head Start, voluntary home visitation, and the Positive Parenting Program provide.

The federal Early Head Start program serves low income infants and toddlers with a flexible program model intended to meet the varied needs of families, including child care and development services, family engagement and support, home visitation services, and health services. Research shows that children who participated in Early Head Start had significantly larger vocabularies and scored higher on standardized measures of cognitive development. Additionally, children and parents participating in the program had more positive interactions; enrolled parents provided more support for learning.

Many different home visiting programs have been shown to significantly reduce the occurrence of child maltreatment and abuse, and improve children’s health and school success. Parent training programs, such as the Positive Parenting Program, have shown significant reductions in child abuse and neglect as well as improvements in school readiness, health and wellbeing.

SOLUTION

SB 1123 (Liu) increases access to infant and toddler care, family support services, and full day state preschool services by directing the projected \$350 million cost savings created by an expansion of the existing transitional kindergarten program to programs that serve children age birth to three years of age. SB 1123 also provides providers with choices that enable greater funding flexibility and allow services to be tailored to fit community needs.

SUPPORT

Early Edge California (sponsor)
Children Now
California Alliance of Child and Family Services

OPPOSITION

None on file

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County of Los Angeles Child Care Planning Committee and Policy Roundtable for Child Care and Development
 Joint Committee on Legislation

LEGISLATION BEING CONSIDERED BY THE CALIFORNIA STATE LEGISLATURE - 2014

| Level of Interest ¹ | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 4/8/14) |
|----------------------------------|---|--|---|---------------------------------|-----------------|--|--------|--|
| California Assembly Bills | | | | | | | | |
| Dead | AB 41 (Buchanan) | <i>Expresses legislative intent to enact legislation to create the Kindergarten-University Public Education Facilities Bond Act of 2014, if approved by the voters, as a state general obligation bond act that would provide funds to construct and modernize education facilities.</i> | | | | | | Introduced: 12/7/12 Amended: 3/14/13 Amended: 4/1/13 Assembly Committee on Education |
| Dead | AB 273 (Rendon) <i>Two-year bill</i> | Would enact the CA Partnership for Infants and Toddlers Act of 2013 and require the SPI by 3/1/14 to apply to the CA Children and Families Commission for funds to make supplemental grants of \$2,500 annually per child available to qualifying general child care and development infant and toddler contracting agencies to provide enrolled children and families an array of support services. | Early Edge California (formerly Preschool California), California Child Development Administrators Association (CCDAA), ZERO TO THREE | Stacy Reardon 916.319.2063 | | CAPPA, Children Now, Fight Crime: Invest in Kids CA, Kidango, LA Area Chamber of Commerce, Options - A Child Care and Human Services Agency, Special Needs Network | | Introduced: 2/7/13 Amended: 3/19/13 Amended: 4/8/13 Assembly Committee on Appropriations Suspense File |
| Dead | AB 364 (Calderon) <i>Two-year bill</i> <i>See AB 1454</i> | Would require the CA Department of Social Services (CDSS) to conduct unannounced visits to licensed community care facilities no less than once every two years. | | Courtney Jensen 916.319.2057 | | CA Police Chiefs Association, CFPA, CWDA, LeadingAge CA | | Introduced: 2/14/13 Amended: 4/1/13 Assembly Committee on Appropriations Held under submission |

¹ Levels of interest are assigned by the Joint Committee on Legislation based on consistency with the Public Policy Platform accepted by the Child Care Planning Committee and Policy Roundtable for Child Care and Development and consistent with County Legislative Policy for the current year. Levels of interest do *not* indicate a pursuit of position in either direction. The Joint Committee will continue to monitor all listed bills as proceed through the legislative process. Levels of interest may change based on future amendments.

| Level of Interest ¹ | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 4/8/14) |
|--------------------------------|----------------------|--|--------------|---------------------------|-----------------|--|--|---|
| 1 | AB 641 (Rendon) | <p>Would authorize family child care providers <i>to form, join and participate in activities of</i> a provider organization to act as their exclusive on matters relating to child care subsidy programs. Would establish a Family Child Care Parent Advisory Committee to advise the Governor and the provider organization on issues of quality, affordability and accessibility of child care through the subsidy programs. Stipulates membership appointments <i>with consideration for parents who have participated in training from organizations focused on child care advocacy or parents whose children receive child care</i>, meeting schedule and reimbursement for travel. <i>Would instruct CDE to require all R&Rs provide in-person introductory workshops and trainings in substantive topics such as child development and literacy as well as resources to family child care providers who participate in subsidy programs. Adds to Health and Safety Code a requirement that the Department of Social Services consult with a stakeholder group of family child care providers and parents or guardians to ensure most effective implementation of safety standards for family child care homes.</i></p> | SEIU, AFSCME | Bill Wong 916.319.2063 | | <p>California Labor Federation, AFL-CIO, CA Correctional Peace Officers Association, Dream Team Los Angeles, First 5 LA, United Auto Workers Local 4123, 27 individuals</p> | Professional Association for Childhood Education | <p>Introduced: 2/20/13 Amended: 3/19/13 Amended: 6/17/13 Amended: 7/10/13</p> <p>Inactive File</p> |

| Level of Interest ¹ | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 4/8/14) |
|--------------------------------|---|--|--|---------------------------------|-----------------|--|---|---|
| Dead | AB 646 (Cooley) <i>Two-year bill</i> | Would express intent of Legislature to affirm the employer-education partnership model of a regional P-20 council as a desired structure in CA to help align preschool, K-12, community college, 4-year college, and graduate and professional education programs and funding to advance strategic educational and economic outcomes. | NextEd | Brendan Repicky 916.319.2008 | | Folsom Cordova Unified School District, Los Rios Community College District, NextEd, Sacramento Municipal Utility District, Roebbelen Contracting, Inc., Yuba County Office of Education | California Right to Life Committee | Introduced: 2/21/13 Amended: 1/6/14 Amended: 1/16/14 Assembly Committee on Appropriations In Suspende |
| Dead | AB 760 (Dickenson) | Would re-fund the Early Mental Health Intervention (EMHI) that provides mental health services to children in kindergarten up to third grade via a tax on ammunition. <i>Amendments to findings and declarations.</i> | Children Now | | | CA Black Health Network, CA Council of Community MH Agencies, CA Immigrant Policy Ctr, CA Pan-Ethnic Health Network, CA School Health Ctrs Assoc, CA Tax Reform Assoc, Children's Advocacy Institute, CDF-CA, The Children's Partnership, Coalition Against Gun Violence, LA County Ed Foundation, LA Trust for Children's Health, and more. | CA Association of Firearms Retailers, CA Chapters of Safari Club Intern'l, CA Rifle and Pistol Assoc, CA Sportsman's Lobby, CA Waterfowl Assoc, NRA, Nat'l Shooting Sports Foundation, Inc., Outdoor Sportsmen's Coalition of CA, Shasta Co Sheriff Bosenko, State Bd of Equalization Member Runner, and more | Introduced: 2/21/13 Amended: 3/19/13 Assembly Committee on Revenue and Taxation Hearing: Cancelled |
| Watch | AB 835 (Muratsuchi) | Existing law authorizes the Department to make subordinated loans to certain entities for the purchase, development, construction, expansion, or improvement of child care and development facilities or make microenterprise loans available to small or large family child care homes or licensed child care and development facilities serving up to 35 children. Would authorize the Department of Housing and Community Development, <i>upon the request of the borrower, to modify the terms of a loan if the department determines that the borrower has demonstrated hardship.</i> | Harbor City/Harbor Gateway Boys and Girls Club | Brett Williams 916.319.2066 | | Boys and Girls Club of the South Bay | | Amended: 3/14/13 Amended: 6/27/13 In Senate Committee on Appropriations |

| Level of Interest ¹ | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 4/8/14) |
|--------------------------------|---|--|---------|-------------------------------|-----------------|---|---|--|
| New | AB 876 (Bonta) | Would amend existing Public Utilities Code by extending discounted rates for universal, advanced communications provided by the CA Teleconnect Fund Administrative Committee Fund to qualified schools maintaining preschools and transitional kindergartens. Would require feasibility study for creating a database of communication services. Purchased by qualifying entities receiving the financial support. | | Max Mikalonis 916/319/2018 | | | | Introduced: 2/22/13 Amended: 1/6/14 Amended: 1/17/14 Committees on Education and Utilities and Commerce |
| Dead | AB 1016 (Quirk-Silva) <i>Two-year bill</i> | Would require Commission on Teacher Credentialing to issue a foreign language teaching credential for the purpose of providing foreign language instruction as part of an after school program voluntarily maintained by the school district. | | Gina Frisby 916.319.2065 | | | | Introduced: 2/22/13 Assembly Committee on Education |
| Dead | AB 1152 (Ammiano) <i>Two-year bill</i> | Would exempt the California School Age Families Education Program (Cal-SAFE) from any new education financing proposal that would eliminate categorical education programs beginning with the 2013-14 fiscal year and all subsequent fiscal years. | CCDAA | Wendy Hill 916.319.2017 | | CA Family Resource Assoc, CDPI, Options, Planned Parenthood Affiliates of CA, Teen Success, many individual Cal-SAFE participants | California Association of School Business Officials, Riverside County Superintendent of Schools | Introduced: 2/22/13 Assembly Committee on Appropriations Held under submission |
| Dead | AB 1178 (Bocanegra) | Would establish the CA Promise Neighborhood Initiative to develop a system promise neighborhoods throughout the state to support children's development from cradle to career. | | | | Chula Vista Promise Neighborhood, Los Angeles Unified School District, Youth Policy Institute | | Introduced: 2/22/13 Amended: 4/23/13 Amended: 1/8/14 Committee on Appropriations In suspense |

| Level of Interest ¹ | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 4/8/14) |
|--------------------------------|---|--|------------------|---------------------------------|-----------------|--|--|--|
| Dead | AB 1187 (Mansoor) <i>Two-year bill</i> | Would require CDSS to amend foster care state plan to authorize use of designated state child care & development funds administered by CDE and ASES funds, in addition to county funds, as the nonfederal match for specified child care for children receiving child protective services, foster children, and children at risk of abuse and neglect. | County of Orange | Saulo Londono 916.319.2074 | 916.319.2074 | County of Orange Board of Supervisors | | Introduced: 2/22/13 Assembly Committee on Human Services |
| Watch | AB 1444 (Weber) | <i>Would require, beginning with the 2015-16 school year, a child to have completed one year of kindergarten before being admitted to the 1st grade.</i> | | Marcus McKinney 916.319.2079 | | | | Introduced: 1/6/14 Amended: 3/28/14 Committee on Education |
| 1 | AB 1454 (Calderon) | Would amend existing law by making every licensed community care facility, including child care centers and family child care homes, subject to an annual unannounced visit by the California Department of Social Services (CDSS). More frequent unannounced visits to occur under certain circumstances. In addition, would make pre-licensure survey optional at the discretion of DSS if application for licensure at currently licensed facility. | | Courtney Jensen 916.319.2057 | Support | AFSCME, BANANAS, CAPP, CA Assisted Living Association (CALA), CCCRRN, CA Commission on Aging, CA Communities United Institute, CFPA, CCLC, Children Now, County of San Diego, CWDA, First 5 Association of CA, LeadingAGE CA, Marin Child Care Council, NASW-CA, Northern Director's Group | California Council of Community Mental Health Agencies | Introduced: 1/9/14 Amended: 3/17/14 Committee on Appropriations Hearing: 4/9/14 |

| Level of Interest ¹ | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 4/8/14) |
|--------------------------------|----------------------|---|--|------------------------------------|-----------------|---|--------|---|
| Watch | AB 1516 (Gonzalez) | <i>Would require that an additional young child special needs supplement be paid in the amount of \$80 per month to a child under 3 years old in an aided household and the amount be adjusted annually to reflect charges in the cost of living. Provides participants with option to request supportive services via county's website, if available, otherwise county would be required to accept requests in manner to ensure participants able to request supportive services they need. Additionally, as of 1/1/19, would create Unmet Diaper Need Financing Fund in State Treasury for distribution to entities serving low-income children to meet unmet diaper needs of communities served by entities.. Requires dollar-to-dollar match.</i> | Coalition of California Welfare Rights Organizations, Inc. | | | - AFSCME, National Diaper Bank Network (NDBN), WCLP | | Introduced: 1/15/14 Amended: 3/28/14 Committee on Human Services Hearing: 4/8/14 |
| Watch | AB 1819 (Hall) | Would amend existing law that currently prohibits smoking in a private residence licensed as a family child care home during the hours of operation. Would prohibit smoking of tobacco on the premises of a licensed family child care home regardless of hours of operation. | | Brian Duke 916.319.2064 | | APA-CA, Amer Cancer Society Cancer Action Network, Amer Lung Assoc in CA, CAPP, NASW-CA | | Introduced: 2/18/14 Committee on Appropriations Hearing: 4/9/14 |
| 1 | AB 1902 (Bonta) | Would eliminate the imposition of fees families are assessed for part-day State Preschool. Authority given to SPI to establish a fee schedule would not apply to part-day preschool. | CCDAA, CCCCA | Jacqueline Orpilla 510.286.1670 | | | | Introduced: 2/19/14 Committee on Education |

| Level of Interest ¹ | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 4/8/14) |
|--------------------------------|----------------------|---|--|----------------------------------|-----------------|--|--------|--|
| Watch | AB 1944 (Garcia) | Existing law requires 11 and 12 year old children eligible for subsidized child care services and development services use before and after school programs, unless parent certifies in writing that program does not meet family needs. Would also delete provision requiring annual reports on the savings generated from the preferred placement of children in before and after school program. | CAPPA | Ashley Medina 916.319.2058 | | Child Care Links, Child Dev Associates, Choices for Children/CDI, Community Resources for Children, Davis Street Family Resource Center, Del Norte Child Care Council, Family R&R Center, and more | | Introduced: 2/19/14 Committee on Appropriations Hearing: 4/9/14 |
| | AB 2030 (Campos) | Amends existing law by prohibiting employers with 25 or more employees from discharging or discriminating against an employee who is a parent, guardian or grandparent having custody of one or more children in K-12 or in a child care program from taking up to 40 hours each year without loss of pay to participate in school or child care activities, with reasonable notice to the employer of the planned absence. Prohibits requiring employee to use existing vacation, personal leave or compensatory time off for the planned absence. | | Sailaja Rajappan 916.319.2027 | Oppose | | CSAC | Introduced: 2/20/14 Committee on Labor and Employment Hearing: 4/23/14 |
| N/A | AB 2086 (Calderon) | Would make changes to existing law regarding the coordination of early intervention services for infants and toddlers at risk for or with disabilities and their families in natural environments. <i>Gutted & amended to address Secretary of State: Filing Fees</i> | | | | | | Introduced: 2/20/14 Amended: 3/28/14 |
| Watch | AB 2101 (Levine) | Would authorize Alternative Payment (AP) Program contractors to maintain records electronically regardless of whether the original records were created in an electronic format. Would allow AP Programs to use electronic signatures. | California Alternative Payment Program (CAPPA) | Michael Miller 916.319.2010 | | | | Introduced: 2/20/14 Committee on Human Services Hearing: 4/29/14 |

| Level of Interest ¹ | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 4/8/14) |
|--------------------------------|--------------------------|---|--------------------|----------------------------|-----------------|--|----------------------------------|---|
| Spot Bill | AB 2107 (Gorell & Olsen) | <i>Would establish the California Preschool Investment Pilot Program, which would provide an additional source of funds for the state to expand the number of preschool slots and number of subsidies provided to help reduce the wait list for parents seeking prekindergarten child care assistance. Five counties, selected by the CDE/EESD based on a number of factors to be included in the pilot. The CDE to develop a system for accepting monetary contributions to the program. Funds to be dispersed annually to an alternative payment (AP) provider. Specifies the allocation of funding by the AP to eligible families for enrolling a four year old child in a preschool.</i> | | Sam Chung 916.319.2044 | | | | Introduced: 2/20/14 Amended: 4/1/14 Committee on Revenue and Taxation Hearing: 4/21/14 |
| 1 | AB 2111 (Ammiano) | Would provide that participation by any school district, charter school or county superintendent of schools in a California School Age Families Education (Cal-SAFE) program is voluntary and may be paid for with local control funding formula (LCFF) funds <i>in accordance with the intent to improve outcomes of high need pupil populations. Specifies rights of expectant and parenting pupils without discrimination. Any school district, charter school or county superintendent of schools choosing to offer early learning and education support programs for the children of the teen parents participating in Cal-SAFE using LCCF or other funds would be required to meet certain health, safety and quality requirements.</i> | SPI, Tom Torlakson | Wendy Hill 916.319.2017 | | American Association of University Women – CA, ACLU, CA Latinas for Reproductive Justice, Planned Parenthood | CA Right to Life Committee, Inc. | Introduced: 2/20/14 Amended: 4/2/14 Committee on Education Hearing: 4/9/14 |

| Level of Interest ¹ | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 4/8/14) |
|--------------------------------|-------------------------|---|---------|-------------------------------------|-----------------|---------|--------|---|
| | AB 2120 (Ridley-Thomas) | Would exempt tutors, teaching assistants, instructional aides, student teachers, day care providers, vocational instructors or other similar employees of a private elementary or secondary academic institution for students in grades K-12 from overtime compensation requirements. | | Khaim Morton 916.319.2054 | | | | Introduced: 2/20/14 Committee on Labor and Employment |
| Spot Bill | 2125 (Ridley-Thomas) | Would authorize adjustment to the Standard Reimbursement Rate (SRR) to provide adequate compensation for education and training | | Khaim Morton 916.319.2054 | | | | Introduced: 2/20/14 Committee on Education |
| Watch | AB 2228 (Cooley) | Would amend existing Health and Safety code relating to crisis nurseries by limiting licensed capacity for an overnight nursery to 14 children and bases maximum licensed capacity on 35 square feet of indoor activity space per child. In addition, would require staffing that meets certain minimum requirements relating to child development coursework and permits, experience working in early childhood programs and at least one caregiver having completed CPR and pediatric first aid. The licensee to develop and implement a staff training plan, | | | | | | Introduced: 2/20/14 Committee on Human Services Hearing: 4/29/14 |
| | AB 2287 (Pan) | <i>Would authorize school district or county superintendent of schools to incorporate into free or reduced-price meals application packet or notification of eligibility the option to request gluten-free meals if the child has an individualized education program authorizing such meals. Gutted and amended resulting in references to child development programs.</i> | | Bernadette Lawrence 916.319.2009 | | | | Introduced: 2/21/14 Amended: 4/3/14 Committee on Education Hearing: 4/9/14 |

| Level of Interest ¹ | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 4/8/14) |
|--------------------------------|----------------------|---|---------|--------------------------------|-----------------|---------|--------|--|
| 2 | AB 2302 (Mullin) | Would extend the use of the Child Care Facilities Revolving Fund, available for renovation, repair or improvement of an existing child care facility for lease to school districts and contracting agencies that provide child care and development services, to facilities that provide transitional kindergarten programs. Extends period of lease from 10 to 14 years and sets funding award amounts | | Miriam Farouk 916.319.2022 | | | | Introduced: 2/21/13 Committee on Education |
| 2 | AB 2386 (Mullin) | Would require child development centers and family child care homes (small and large) to have one or more carbon monoxide detectors and would require CDSS to account for detectors during inspections. | | Miriam Farouk 916.319.2022 | | | | Introduced: 2/21/14 Committee on Human Services Hearing: 4/29/14 |
| 1 | AB 2544 (Hernandez) | Would require the SPI, commencing with the 2015-16 fiscal year, to annually calculate and apportion a preschool funding grant for each school district and charter school in the state pursuant to the LCCF to serve four year old children. | | Gregory Cramer 916.319.2048 | | | | Introduced: 2/21/14 Committee on Education |
| Watch | AB 2555 (Bocanegra) | Would require the SPI, in conjunction with other State departments, the CA Children and Families First Commission, academic institutions and others to develop a report that explores the feasibility of establishing and expanding cradle to career initiatives that are collective impact strategies based a number of tenets. | | | | | | Introduced: 2/21/14 Committee on Education |

| Level of Interest ¹ | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 4/8/14) |
|--------------------------------|--------------------------|---|---|---------------------------|-----------------|--|--------|---|
| 1 | AB 2621 (Garcia & Olsen) | Would require the CDSS to post on its Internet website licensing reports or other public licensing document for each child care facility documenting facility inspections, substantiated complaint investigations, a conference with a local licensing agency management representative and the license in which issues of noncompliance are discussed, or a copy of an accusation indicating the CDSS intent to revoke the facility's license. | Commission on the Status of Women and Girls | Elena Lee 916.319.2950 | | | | Introduced: 2/21/14 Committee on Human Services Hearing: 4/29/14 |
| Watch | ACA 2 (Nestande & Olsen) | Assembly Constitutional Amendment resolution pertaining to the required apportionments of state aid to school districts, county offices of education, charter schools, and community college districts. | | | | Advancement Project, EdVoice, LACOE, Manhattan Beach Council of PTAs, Oakdale Joint USD, Waterford USD | | Introduced: 12/18/12 Amended: 4/16/13 Amended: 8/7/13 Assembly Committee on Education Hearing: cancelled |
| California Senate Bills | | | | | | | | |
| Dead | SB 154 (Berryhill) | Would make technical, non-substantive changes to the law regarding licensing of community care facilities. | | | | | | Introduced: 1/31/13 Senate Committee on Rules |

| Level of Interest ¹ | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 4/8/14) |
|--------------------------------|--------------------------------------|---|---------|--------------------------------|-----------------|---|--------|--|
| 1 | SB 192 (Liu) <i>Two-year bill</i> | Would recast the Child Care and Development Services Act as the Early Learning and Educational Support Act, and change all references to child care and development to early learning and educational support. Would consolidate early education center-based contracts and require that the Child Care Resource and Referral (R&Rs), and Alternative Payment Program agencies provide families with consumer education to help them make informed choices regarding early learning and support services. Would add the consideration of resources available in attendance areas of elementary schools ranked in deciles 1 to 3 of the Academic Performance Index to the existing methodology used by local planning councils to determine priorities for expansion funds as become available. The CDE may create a list of high quality early learning and educational support resources to demonstrate high quality options available to parents. If list is created, CDE to post on their website and make information available to resource and referral and alternative payment programs. Deletes sections pertaining to supports for teen parents and their infants and toddlers available through their high schools. <i>Amendments technical.</i> | SPI | Darcel Sanders 916.651.4025 | Support | Advancement Project, CCDAA, CTA, CCLC, Child Development Resources, Children Now, Compton Unified School District, Early Edge CA, First 5 LA, LA Area Chamber of Commerce, Options, San Mateo County Child Care Partnership Council | | Introduced: 2/7/13 Amended: 3/12/13 Amended: 4/3/13 Amended: 4/16/13 Amended: 5/28/13 Amended: 6/14/13 Amended: 8/5/13 In Assembly Committee on Education Hearing postponed |

| Level of Interest ¹ | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 4/8/14) |
|--------------------------------|--|--|--|----------------------------------|-----------------|--|--------------------------------|---|
| Dead | SB 301 (Liu) | Expresses intent of Legislature to enact legislation that would create the Kindergarten-University Public Education Facilities Bond Act of 2014 to authorize an unspecified sum of state general obligation funds to construct and modernize education facilities. | | | | | | Introduced: 2/15/13 Senate Committee on Rules |
| 3 | SB 443 (Walters) | Would include "organized resident camp" and "organized day camp" within the definition of "organized camp". Would require the camps to provide <i>the local health officer with documentation describing its operating plan and accreditation at least 30 days prior to operation of the camp.</i> Would require camps to have adequate staff to operate the program including but not limited to compliance with specified staff training and supervision regulations and a qualified program director present during operating hours of the camp. <i>Would exempt public recreation programs as defined by the bill from organized camp regulations.</i> | California Collaboration for Youth, California State Alliance of YMCAs | Michelle Clarke 916.651.4037 | | American Camp Association in CA, AstroCamp, Camp Fire, Catalina Island Camps, Inc., Catalina Island Marine Institute, Channel Islands YMCA, Tom Sawyer Camps, Tumbleweed Day Camp, Yosemite Sierra Summer Camp, YMCA of San Diego County, and more | CA Park and Recreation Society | Introduced: 2/21/13 Amended: 4/16/13 Amended: 8/7/13 In Assembly Committee on Human Services Hearing: cancelled |
| Dead | SB 464 (Jackson) <i>Two-year bill</i> | Would enact the Healthy Eating and Physical Activity Act and add it to the Child Care and Development Services Act. Would establish nutrition and physical activity standards for early childhood education, infant, and after school programs. | California State Alliance of YMCAs | Concepcion Tadeo 916.651.4019 | | | | Introduced: 2/21/13 In Senate Committee on Education |

| Level of Interest ¹ | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 4/8/14) |
|--------------------------------|--------------------------------------|--|---------|-----------------------------|-----------------|---------|--------|--|
| Dead | SB 766 (Yee) <i>Two-year bill</i> | Would require staff of ancillary child care center to be registered as a trustline provider and require them to ensure the presence of at least one provider who is 18 years or older, and require at least one provider present at the center has received training in health and safety inclusive of pediatric first aid and cardiopulmonary resuscitation. (Ancillary centers are ancillary to principal business activity and provide day care services for the children of the clients or customers of the business.) | | Sara Rogers 916.651.1524 | | | | Amended: 4/1/13 Amended: 4/18/13 Amended: 4/25/13 Amended: 1/6/14 Senate Committee on Appropriations Held in submission |

| Level of Interest ¹ | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 4/8/14) |
|--------------------------------|---|---|----------------------------|--------------------------------|-----------------|--|--------|---|
| 1 | SB 837 (Author Steinberg and co-author Bonta and joint authors Beall, Block, de León, DeSaunier, Hancock, Hill, Lara, Leno, Liu and Wolk) | <p>Would establish the Kindergarten Readiness Act of 2014, requiring all school districts or charter schools that offer kindergarten also a transitional kindergarten (TK) funded with average daily attendance (ADA) allocation. <i>States legislative intent to use state and federal funds to provide early learning and educational support to children from birth to five years old.</i> The bill defines the learning environment, requires promoting integration and alignment with the early learning and child care system, authorizes school districts or charter schools administering TK to contract with public local agencies or private local providers to deliver the program, and requires private local providers participating in the delivery of TK to be considered a public school employer. Limits classroom size and ratio of one teacher and one paraprofessional to 20 children. Specifies teacher and <i>paraprofessional</i> qualifications. Provides for full-day, full-year for children of income-eligible children using federal and state funds for preschool. <i>Requires the State Board of Education to adopt basic instructional materials for TK.</i> Provides for a five year phase in period. <i>Amendments offer more detail relating to intent and implementation of bill's provisions.</i></p> | SPI, Early Edge California | Susanna Cooper 916.651.4170 | | <p>Advancement Project, Bay Area First 5 Executive Directors, CA State PTA, Children Now, Common Sense Media, Compton USD, Co of Santa Clara Supervisor-District Three, Families in Schools Family Engagement Institute, Fight Crime: Invest in Kids, First 5 Association of CA, First 5 Fresno Co, InnerCity Struggle, Jr Leagues of CA State Public Affairs Committee, League of Women Voters of CA, LA Chamber of Commerce, Mission: Readiness Military Leaders for Kids, Parent Institute for Quality Education, Santa Clara County Office of Education, Superintendent of the Los Angeles Unified School District. United Way of CA, Zero To Three-Western Office, and more</p> | | <p>Introduced: 1/6/13 Amended: 4/2/14 Committee on Education Hearing: 4/9/14</p> |

| Level of Interest ¹ | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 4/8/14) |
|--------------------------------|----------------------|---|--|-------------------------------|-----------------|--|--|---|
| | SB 935 (Leno) | Would increase the minimum wage as of 1/1/15 to \$11/hour and as of 1/1/16 to \$12/hour and as of 1/1/17 to \$13/hour. Thereon, would <i>require automatic adjustment in</i> minimum wage annually to maintain employee purchasing power <i>diminished by rate of inflation during previous year</i> , adjusting it based on CA Consumer Price Index. <i>Bill would apply to all industries, including public and private employment.</i> | CA State Council of SEIU, The Women's Foundation of CA, WCLP | | | AFL-CIO, CA CA Assoc of Food Banks, CFPA, CA Immigrant Policy Ctr, CA Labor Federation, AFL-CIO, CWDA, CA CDF, City and County of San Francisco, multiple labor unions and many more | CA Chamber of Commerce, multiple local Chambers Associated Builders and Contractors - San Diego Chapter, Agricultural Council of CA, Air Conditioning Trade Assoc, Anaheim Health Services at Home, CA Assoc of Health Facilities, and many more | Introduced: 1/3/14 Amended: 3/18/14 Committee on Appropriations Suspense File |
| | SB 949 (Jackson) | Would establish the Distinguished After School Health (DASH) Recognition Program to be administered by the State Department of Public Health in consultation with the CDE. Would provide applications for, and issue a certificate to, after school programs that self-certify that they meet requirements for healthy eating and physical activity. Certificate would be valid for one year and require posting list of certificate holders on Internet website. | California State Alliance of YMCAs | Myriam Valdez 916.651.4019 | | Armed Services YMCA of the USA Twentynine Palms, Assoc of CA Healthcare Districts, Ctr for Public Health Advocacy, CA Collaboration for Youth, CFPA, CA Primary Care Assoc, Ctr for Collaborative Solutions, Ecological Farming Assoc, Family YMCA of the Desert, and more | | Introduced: 2/6/14 Passed Committee on Health and referred to Committee on Education |

| Level of Interest ¹ | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 4/8/14) |
|--------------------------------|----------------------|---|---------|-----------------------------|-----------------|--|--------|---|
| | SB 1023 (Liu) | <p>Would allow the Chancellor's Office of the Community Colleges, in cooperation with the CDSS and county welfare agencies, to enter into agreements with community college districts to provide funds for services in support of postsecondary education for foster youth <i>and expand the number of students participating in the Community College Extended Opportunity Programs and Services</i>. Support services may include child care as well as transportation allowances, money for books and supplies, counseling mental health services <i>and other services</i> and referrals to mental health services and housing assistance.</p> | | Lynn Lorber 916.651.4105 | | <p>Alliance for Children's Rights, Bienvenidos Children's Center, CASA Los Angeles (and several CASAs across the state), CA State Polytechnic University-Pomona, CA Youth Connection, Children's Law Center of CA, LAC DCFS, Five Acres, NASW-CA, Public Counsel, and more</p> | | <p>Introduced: 2/14/14 Amended: 4/23/14</p> <p>Passed Committees on Education and referred to Committee on Human Services</p> |

| Level of Interest ¹ | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 4/8/14) |
|--------------------------------|----------------------|---|-----------------------|-----------------------------|-----------------|---|--------|--|
| 1 | SB 1123 (Liu) | <p><i>Would modify Education Code relating to the Child Care and Development Act as follows: 1) makes four year old children enrolled in TK programs deemed eligible for supplemental education and child care services through CSPP if they are also eligible for Cal-Fresh or Medi-Cal or family income is at or below 70% of the SMI; 2) recasts General Child care for infants and toddlers as California Strong Start to serve children from birth to their third birthday and include parent engagement, full- and part-day options, voluntary home visitation, nutrition services and referrals as needed to health and social services;3) requires the SPI to develop standards, rules and regulations fir the implementation of infant-toddler services based on the Early head Start model; 4) establishes supplemental grants to support program elements; 5) deems a child eligible for the program year upon enrollment; 6) establishes minimum staff to child ratios and group sizes for each age group of children (infants, toddlers, preschoolers, and school age) and teacher qualifications; 7) increases adjustment factors applied to reimbursement rates for infants and toddlers; and 8) eliminates fees for part-day state preschool.</i></p> | Early Edge California | Lynn Lorber 916.651.4105 | | Children Now, CA Alliance of Child & Family Services | | <p>Introduce: 2/19/14 Amended: 3/26/14 Amended: 4/3/14</p> <p>Committee on Education Hearing: 4/9/14</p> |

| Level of Interest ¹ | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 4/8/14) |
|--|----------------------|--|---|---------------------------------|-----------------|--|--------|---|
| | SB 1221 (Hancock) | Would amend several sections of the Education Code relating to the 21 st Century High School After School Safety and Enrichment for Teens (ASSETS) and the After School Education and Safety (ASES) Program. Would give priority for grants to programs that provide year round learning opportunities and would define expanded learning as before and after school, summer and intersession programs that complement school day and school year learning. Contains data components and programs would be required to demonstrate <i>field-recognized and research-based quality improvement assessments tools and processes are in place and require programs to submit social, behavioral, or skill development outcome measures. Makes additional funding available for transportation if program operated as school site is in area with population density of less than 11 persons per square mile.</i> | CDE, Partnership for Children and Youth | Rebecca Baumann 916.651.4593 | | After School Coalition, Alameda Co Superintendent of Schools, Aspiranet, Building Educated Leaders for Life, CA Alliance of Boys & Girls Clubs, CA Library Assoc, CA School-Age Consortium, Families In Schools, Fight Crime: Invest in Kids, GreatSchools, InnerCity Struggle, LA's BEST. Partnership for Children & Youth, SPI, The Children's Initiative, Think Together, Youth Alliance and more | | Introduced: 2/20/14 Amended: 3/27/14 Committee on Appropriations Suspense File |
| California Budget Bills (including Trailer Bills) | | | | | | | | |
| | AB 1457 (Skinner) | Budget Act of 2014 | | | | | | Introduced: 1/9/14 |
| | SB 851 (Leno) | Budget Act of 2014 | | | | | | Introduced: 1/9/14 Committee on Budget and Financial Review |
| | Pending | Omnibus Education Trailer Bill – See Sec. 14 relating to Child Nutrition Reimbursement Rate Increase | | | | | | |
| | Pending | Health and Human Services – CalWORKs Parent-child engagement pilot project | | | | | | |
| | Pending | Health and Human Services – Community Care Licensing: Quality Enhancement and Program Improvement | | | | | | |

| Level of Interest ¹ | Bill Number (Author) | Brief Description | Sponsor | Contact | County Position | Support | Oppose | Status (As of 4/8/14) |
|--------------------------------|----------------------|---|---------|---------|-----------------|---------|--------|-----------------------|
| | Pending | Local Government – Local Economic Development Proposal – child care facilities listed as allowable use of infrastructure financing. | | | | | | |

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

An additional source of information on bills posted in this matrix is the subscription-based publication, *Legislative Updates on Child Development*, issued weekly by On the Capitol Doorstep. For more information, visit www.otcdkids.com.

KEY TO LEVEL OF INTEREST ON BILLS:

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

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

KEY:

| | | | |
|---------|--|----------|--|
| ACLU | American Civil Liberties Union | CCALA | Child Care Alliance of Los Angeles |
| AFSCME: | American Federation of State, County and Municipal Employees | CTC | Commission on Teacher Credentialing |
| CAPPA | California Alternative Payment Program Association | CWDA | County Welfare Directors' Association |
| CAEYC | California Association for the Education of Young Children | DDS | Department of Developmental Services |
| CAFB | California Association of Food Banks | DHS | Department of Health Services |
| CCCCA | California Child Care Coordinators Association | DMH | Department of Mental Health |
| CCRNR | California Child Care Resource and Referral Network | First 5 | First 5 Commission of California |
| CCDAA: | California Child Development Administrators Association | HHSA | Health and Human Services Agency |
| CDA | California Dental Association | LCC | League of California Cities |
| CDE | California Department of Education | LAC CPSS | Los Angeles County Commission for Public Social Services |
| CDSS | California Department of Social Services | LACOE | Los Angeles County Office of Education |
| CFT | California Federation of Teachers | LAUSD | Los Angeles Unified School District |
| CFPA | California Food Policy Advocates | MALDEF | Mexican American Legal Defense and Education Fund |
| CHAC | California Hunger Action Coalition | NASW | National Association of Social Workers |
| CIWC | California Immigrant Welfare Collaborative | NCYL | National Center for Youth Law |
| CSAC | California School-Age Consortium | PG&E | Pacific Gas and Electric Company |
| CSAC | California State Association of Counties | SEIU | Service Employees International Union |
| CTA | California Teachers Association | SPI | Superintendent of Public Instruction |
| CCLC | Child Care Law Center | TCI | The Children's Initiative |
| CDPI | Child Development Policy Institute | US DHHS | US Department of Health and Human Services |

DEFINITIONS:²

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|-----------------------|--|
| Committee on Rules | Bills are assigned to a Committee for hearing from here. |
| Consent Calendar | A set of non-controversial bills, grouped together and voted out of a committee or on the floor as a package. |
| First Reading | Each bill introduced must be read three times before final passage. The first reading of a bill occurs when it is introduced. |
| Held in Committee | Status of a bill that fails to receive sufficient affirmative votes to pass out of committee. |
| Held under Submission | Action taken by a committee when a bill is heard and there is an indication that the author and the committee members want to work on or discuss the bill further, but there is no motion for the bill to progress out of committee. |
| Inactive File | The portion of the Daily File containing legislation that is ready for floor consideration, but, for a variety of reasons, is dead or dormant. An author may move a bill to the inactive file, and move it off the inactive file at a later date. During the final weeks of the legislative session, measures may be moved there by the leadership as a method of encouraging authors to take up their bills promptly. |
| On File | A bill on the second or third reading file of the Assembly or Senate Daily File. |
| Second Reading | Each bill introduced must be read three times before final passage. Second reading occurs after a bill has been reported to the floor from committee. |
| Spot Bill | A bill that proposes nonsubstantive amendments to a code section in a particular subject; introduced to assure that a bill will be available, subsequent to the deadline to introduce bills, for revision by amendments that are germane to the subject of the bill. |
| Third Reading | Each bill introduced must be read three times before final passage. Third reading occurs when the measure is about to be taken up on the floor of either house for final passage. |
| Third Reading File | That portion of the Daily File listing the bills that is ready to be taken up for final passage. |
| Urgency Measure | A bill affecting the public peace, health, or safety, containing an urgency clause, and requiring a two-thirds vote for passage. An urgency bill becomes effective immediately upon enactment. |
| Urgency Clause | Section of bill stating that bill will take effect immediately upon enactment. A vote on the urgency clause, requiring a two-thirds vote in each house, must precede a vote on bill. |
| Enrollment | Bill has passed both Houses, House of origin has concurred with amendments (as needed), and bill is now on its way to the Governor's desk. |

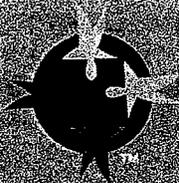
² Definitions are taken from the official site for California legislative information, Your Legislature, Glossary of Legislative Terms at www.leginfo.ca.gov/guide.html#Appendix_B.

STATE LEGISLATIVE CALENDAR 2014 (Tentative)

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|--------------------|--|
| Jan. 1, 2014 | Statutes take effect (Art. IV, Sec. 8(c)). |
| Jan. 7, 2014 | Legislature reconvenes (J.R. 51(a)(1)). |
| Jan. 10, 2014 | Budget Bill must be submitted by Governor (Art. IV, Sec. 12(a)). |
| Jan. 17, 2014 | Last day for policy committees to meet and report bills introduced in their house in 2013 for referral to fiscal committees (J.R. 61(b)(1)). |
| Jan. 20, 2014 | Martin Luther King, Jr. Day observed. |
| Jan. 24, 2014 | Last day to submit bill requests to the Office of Legislative Counsel. Last day for any committee to meet and report to the Floor bills introduced in their house in 2013 (J.R. 61(b)(2)). |
| Jan. 31, 2014 | Last day for each house to pass bills introduced in their house in 2013 (Art. IV, Sec. 10(c)) (J.R. 61(b)(3)). |
| Feb. 17, 2014 | Presidents' Day observed. |
| Feb. 21, 2014 | Last day for bills to be introduced (J.R. 61(a)(1), J.R. 54(a)). |
| March 31, 2014 | Cesar Chavez Day observed. |
| April 10, 2014 | Spring Recess begins upon adjournment (J.R. 51(a)(2)). |
| April 21, 2014 | Legislature reconvenes from Spring Recess (J.R. 51(a)(2)). |
| May 2, 2014 | Last day for policy committees to meet and report to fiscal committees fiscal bills introduced in their house (J.R. 61(a)(2)). |
| May 9, 2014 | Last day for policy committees to meet and report to the floor nonfiscal bills introduced in their house (J.R. 61(a)(3)). |
| May 15, 2014 | Last day for policy committees to meet prior to June 2 (J.R. 61(a)(4)). |
| May 23, 2014 | Last day for fiscal committees to meet and report to the floor bills introduced in their house (J.R. 61(a)(5)). Last day for fiscal committees to meet prior to June 3 (J.R. 61(a)(6)). |
| May 26, 2013 | Memorial Day observed. |
| May 27-30, 2014 | Floor session only. No committee may meet for any purpose (J.R. 61(a)(7)). This deadline APPLIES TO ALL bills, constitutional amendments and bills which would go into immediate effect pursuant to Section 8 of Article IV of the Constitution (Art. IV, Sec. 8(c); J.R. 61(i)). |
| May 30, 2014 | Last day for each house to pass bills introduced in that house (J.R. 61(a)(8)). |
| June 2, 2014 | Committee meetings may resume (J.R. 61(a)(9)). |
| June 15, 2014 | Budget Bill must be passed by midnight (Art. IV, Sec. 12(c)(3)). |
| June 26, 2014 | Last day for a legislative measure to qualify for the Nov. 4 General Election ballot (Elections Code Sec. 9040). |
| June 27, 2014 | Last day for policy committees to meet and report bills (J.R. 61(a)(10)). |
| July 3, 2014 | Summer recess begins at the end of this day's session, provided the Budget Bill has been passed (J.R. 51(a)(3)). |
| July 4, 2013 | Independence Day observed. |
| August 4, 2014 | Legislature reconvenes from Summer Recess (J.R. 51(a)(3)). |
| August 15, 2014 | Last day for fiscal committees to meet and report bills (J.R. 61(a)(11)). |
| Sep. 2, 2013 | Labor Day observed. |
| August 18-31, 2014 | Floor session only. No committees, other than conference committees and Rules Committee, may meet for any purpose (J.R. 61(a)(12)). This deadline APPLIES TO ALL bills, constitutional amendments and bills which would go into immediate effect pursuant to Section 8 of Article IV of the Constitution (Art. IV, Sec. 8(c); J.R. 61(i)). |
| August 22, 2014 | Last day to amend bills on the floor (J.R. 61(a)(13)). |
| August 31, 2014 | Last day for each house to pass bills (Art. IV, Sec. 10(c), J.R. 61(b)(17)). Final Recess begins upon adjournment (J.R. 51(b)(3)). |
| Sept. 30, 2014 | Last day for Governor to sign or veto bills passed by the Legislature on or before Sept. 1, 2014 and in the Governor's possession after Sept. 1 (Art. IV, Sec. 10(b)(1)). |

2015

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| Jan. 1 | Statutes take effect (Art. IV, Sec. 8(c)). |
| Jan. 5 | Legislature reconvenes (J.R. 51 (a)(4)). |



PART OF THE 8TH ANNUAL
TOOLS FOR TRANSFORMATION
CONFERENCE

You Are Cordially Invited To The... **8th Annual**
**LEGISLATIVE
BREAKFAST**

EARLY CHILDHOOD EDUCATION AND PROFESSIONAL
DEVELOPMENT *An Investment Worth Making*

Friday April 11 2014 // 8am to 11am



**Los Angeles County
Office of Education**



ECEWORKS!

A project of First 5 LA



The annual legislative breakfast has become a staple in the LA community and is the kick off event for SNM's educational conference. This year the legislative breakfast will focus on the connection between quality early education, the achievement gap, and the need to build a workforce for the economy of the future.

*Participate in Our Interactive Legislative Round Table
Featuring Members of the California Assembly + Senate*

*This event is free and open to the public.
Registration online at*

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eMail info@educationla.org or Call 310.461.1100

Guest Speakers



State Senator



Supervisor



State Senator

specialneedsnetworkinc.

April 11– 12, 2014

TOOLS FOR TRANSFORMATION

Early Childhood Education – An Investment Worth Making!

Full-Day Parent Conference: Workshops and Presenters Saturday, April 12, 2014

Family + Relationships

// SEXUALITY AND RELATIONSHIP CHALLENGES FOR YOUNG PEOPLE WITH ASD AND DISABILITIES

Speaker: *Dr. Kesjana Cake, Clinical Director, California Psychcare*

Time: 8:30 am - 9:45 am

// CARING FOR THE MENTAL HEALTH OF CAREGIVERS

Speakers: *Dr. Ja Ne't Romero, Health Development Services // Mr. Harold Turner, Director of Programs, NAMI Urban LA*

Time: 8:30 am - 9:45 am

// BULLYING AND SPECIAL NEEDS KIDS

Speakers: *Emily Iland, M.A., President, Camino Cinema // Melissa Sherman, Executive Director, Beyond Bullies*

Time: 10:00 am - 11:15 am

// PARENTING PRACTICES - BEHAVIOR CONCERNS AND DISCIPLINE

Speakers: *Dr. Faye Carter, Clinical Director, STAR of California // Dawn Allison Meggerson, Head Start Mental Health Consultant, LACOE*

Time: 1:15 pm - 2:30 pm

Diagnosis + Treatment

// EARLY IDENTIFICATION, DIAGNOSIS AND PRESCHOOL OPTIONS

Speakers: *Dr. Sandra D. Williams, Head Start Disability Services Consultant, LACOE // Dr. Evelin Garcia, Family Psychologist, Private Practice*

Time: 8:30 am - 9:45 am

// MAKING TREATMENT DECISIONS FOR CHILDREN AND YOUTH WITH DEVELOPMENTAL, LEARNING AND BEHAVIOR DISORDERS

Speaker: *Judith Benn, M.A., Founder, Milestones Educational Therapy Institute*

Time: 10:00 am - 11:15 am

// THE CHANGING NATURE OF ADHD AND MENTAL HEALTH ISSUES IN YOUTH AND YOUNG ADULTS

Speaker: *Dr. Sigi Hale, Research Scientist, SEMEL Institute UCLA*

Time: 10:00 am - 11:15 am

// UNDERSTANDING THE NEW DSM-V: HOW NOT TO LOSE YOUR AUTISM DIAGNOSIS

Speakers: *Dr. BJ Freeman, Professor Emerita of Medical Psychology, UCLA // Dr. Pegeen Cronin, Licensed Clinical Psychologist, Cronin Assessment*

Time: 1:15 pm - 2:30 pm

Advocacy, Education + Empowerment

// GETTING YOUR YOUNG ADULT A JOB: BEST OPTIONS IN EMPLOYMENT TRAINING PROGRAMS FOR YOUNG PEOPLE WITH DISABILITIES

Speaker: *Mr. Steve Miller, Executive Director, Tierra Del Sol Foundation*

Time: 8:30 am - 9:45 am

// HOUSING OPTIONS FOR SPECIAL NEEDS FAMILIES: RESOURCES, ACCESS, SPECIAL ACCOMMODATIONS AND FAIR HOUSING

Speakers: *Housing Rights Center*

Time: 10:00 am - 11:15 am

// SMOOTH TRANSITIONS: MEETING THE NEEDS OF YOUNG ADULTS WITH ASD AND DISABILITIES

Speakers: *Medical Staff, Rancho Los Amigos National Rehabilitation Center*

Time: 1:15 pm - 2:30 pm

// EVERYTHING YOU NEED TO KNOW ABOUT DEVELOPING IEPs, REGIONAL CENTERS AND INSURANCE COVERAGE

Speakers: *Elizabeth Eubanks, Esq., Inland Empire Regional Director, Disability Rights Legal Center // Kristin Jacobson, Co-Founder & President, Autism Deserves Equal Coverage*

Time: 1:15 pm - 2:30 pm

Leading the way in Education, Advocacy, Public Policy, and Health for children / adults with autism, learning, and developmental disabilities.

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