

Assembly Concurrent Resolution

No. 45

Introduced by Assembly Member Weber
(Coauthors: Assembly Members Bradford, Holden, Jones-Sawyer,
and Mitchell)
(Coauthors: Senators Price and Wright)

April 11, 2013

Assembly Concurrent Resolution No. 45—Relative to early care and education.

LEGISLATIVE COUNSEL'S DIGEST

ACR 45, as introduced, Weber. Early care and education.

This measure would urge the California State Legislature, the Superintendent of Public Instruction, and the Governor to restore budget funding to early care and education programs and to support efforts to fund and implement the Quality Rating and Improvement System for early care and education. The measure would also urge the California State Legislature to commit to improving the public's understanding of the role that early care and education plays in securing an educated, nimble, and stable workforce to help keep California's economy vibrant and strong for years to come.

Fiscal committee: no.

- 1 WHEREAS, Over the last two decades, a significant body of
- 2 research has shed light on neuroscience and brain development,
- 3 improving our understanding of the importance of the earliest years
- 4 in a child's life, and of the influence those years have on later
- 5 economic, educational, emotional, and social outcomes; and

1 WHEREAS, Eighty percent of a child’s brain development
2 occurs by age three and 90 percent of brain development occurs
3 by age five, and children who attend quality early care and
4 education programs are more likely to pass reading exams through
5 third grade; and

6 WHEREAS, On the National Assessment of Educational
7 Progress and on California’s own standards-based tests, poor,
8 African American, and Latino students, as well as English learners,
9 are all overrepresented among students scoring at the lowest levels
10 and underrepresented among those scoring at the highest levels;
11 and

12 WHEREAS, Other measures of assessing student achievement,
13 including high dropout rates, low graduation rates, failure to
14 complete the A through G course requirements for eligibility to
15 the state’s four-year universities, and lower college admissions,
16 reflect similar achievement patterns; and

17 WHEREAS, In 2011 in San Diego County, only 51 percent of
18 third graders were proficient in English language arts and 34
19 percent of preschool-aged children were enrolled in early care and
20 education programs, while statewide only 46 percent of third
21 graders were proficient in English language arts and 25 percent of
22 preschool-aged children were enrolled in early care and education
23 programs; and

24 WHEREAS, A high-quality early care and education program,
25 which is the formal care and teaching of young children often
26 provided by individuals other than a child’s first teacher or parents,
27 that actively engages parents in their child’s education, results in
28 higher grades, better school attendance, increased motivation, and
29 higher graduation rates. It is well documented in research and
30 widely understood that quality early care and education programs
31 contribute tremendously to a child’s ability to mature, reach his
32 or her potential, and become a productive citizen; and

33 WHEREAS, Early care and education reflects a variety of
34 educational and care service options, including childcare,
35 development, and preschool programs that provide positive early
36 learning experiences to foster a child’s emotional, intellectual, and
37 social development, and lays the foundation for later academic
38 success; and

39 WHEREAS, Children learn by observing and modeling what
40 they see their parents do. When parents enroll in parenting classes,

1 they learn new techniques and realize that parental involvement
2 and early care and education will advance their children as
3 compared to other children whose parents do not know about or
4 do not value the importance of parental classes and early care and
5 education; and

6 WHEREAS, San Diego has a “Parent Engagement Education
7 Program” through the Parent Institute for Quality Education that
8 teaches parents how to create a positive and lasting educational
9 environment at home using a number of proven academic success
10 tools, including dedicating a home study location and time of day
11 for homework, creating ongoing dialog with their children about
12 academic successes and challenges, discussing children’s college
13 expectations, and more. Parents also learn about how grades are
14 used for college admittance, what classes are important and needed
15 for children planning to attend college, how to navigate the school
16 system, and other information vital to the academic success of
17 their children; and

18 WHEREAS, The earlier that parent involvement begins in a
19 child’s educational process, the more powerful the effects on the
20 child’s life. Sometimes parents do not realize that the parental
21 involvement and early care and education will have a positive
22 impact in the lives of their children forever. Studies have shown
23 that parental involvement is a strong predictor of school
24 achievement, especially among children from low-income families.
25 These studies have demonstrated that children in poverty whose
26 parents provide an engaging learning environment at home are
27 better prepared for school and have lower suspension rates than
28 their low-income peers; and

29 WHEREAS, Statistics on parental involvement indicate that
30 family participation in education is twice as predictive of a child’s
31 academic success as a family’s socioeconomic status, meaning a
32 child whose parents are engaged in their child’s education tends
33 to have fewer behavioral problems, performs better academically,
34 and is more likely to complete high school than a child whose
35 parents are not engaged in his or her education; and

36 WHEREAS, A child who attends quality early care and
37 education programs is less likely to be arrested and more likely to
38 earn higher incomes than a child who does not, and the opportunity
39 to participate in such programs prepares children to attain a higher
40 standard of living as adults and to become members of the

1 high-skilled workforce that is critical to our nation’s economic
2 future; and

3 WHEREAS, The finding of a connection between strong early
4 care and education programs and the state’s economic growth is
5 what compelled First 5 LA to make a number of early care and
6 education investments, including the ECE Works! Career
7 Development Policy Project, which promotes the development of
8 a strong early care and education workforce to prepare today’s
9 children for the dynamic workforce challenges of the future. This
10 early care and education workforce development initiative supports
11 the First 5 LA Strategic Plan FY 2009–2015’s goal of ensuring
12 that children are ready for kindergarten; and

13 WHEREAS, The public’s understanding of the relationship
14 between brain development at the early stages of life and a child’s
15 future development compelled voters in California to dedicate
16 resources solely for the benefit of children from birth to five years
17 of age through the establishment of First 5 California and county
18 First 5 commissions and agencies, which are located in all 58
19 counties, including Alameda, Contra Costa, El Dorado, Fresno,
20 Los Angeles, Merced, Orange, Sacramento, San Diego, San
21 Francisco, San Joaquin, Santa Barbara, Santa Clara, Santa Cruz,
22 Ventura, and Yolo Counties; and

23 WHEREAS, An integral part of a sound public investment
24 strategy to secure California’s economic future must include the
25 development of, and the appropriate compensation levels to recruit
26 and retain, a highly trained early care and education workforce;
27 and

28 WHEREAS, There is now broad-based consensus that early
29 care and education is a critical foundation for improving our
30 nation’s educational system and a vital investment strategy to
31 ensure the competitiveness of our nation’s workforce in the global
32 economy; and

33 WHEREAS, Historically, early care and education settings,
34 such as child care and preschool for infants, toddlers, and young
35 children, were viewed solely as a means of enabling parents to
36 function in the workforce, and public policy for providing and
37 funding early care and education was focused on safety and
38 accessibility; and

39 WHEREAS, Brain development research has informed our
40 understanding of the relevance and importance of early care and

1 education environments and the value of the early care and
2 education workforce. Public policy must develop and evolve to
3 more accurately reflect what we now know to be most effective,
4 including well-trained teachers offering high-quality services that
5 provide a large return on investment; and

6 WHEREAS, President Barack Obama’s 2013 State of the Union
7 Address proposed making high-quality preschool “available to
8 every single child in America.” The President explained that his
9 focus will be on low- and moderate-income four-year-old children.
10 The President stated, “Every dollar we invest in high-quality early
11 childhood education can save more than seven dollars later on—by
12 boosting graduation rates, reducing teen pregnancy, even reducing
13 violent crime. In states that make it a priority to educate our
14 youngest children, like Georgia or Oklahoma, studies show students
15 grow up more likely to read and do math at grade level, graduate
16 high school, hold a job, form more stable families of their own.
17 We know this works. So let’s do what works and make sure none
18 of our children start the race of life already behind. Let’s give our
19 kids that chance.”; now, therefore, be it

20 *Resolved by the Assembly of the State of California, the Senate*
21 *thereof concurring*, That we urge our colleagues in the California
22 State Legislature, the Superintendent of Public Instruction, and
23 the Governor of California to restore budget funding to early care
24 and education programs and to support efforts to fund and
25 implement the Quality Rating and Improvement System for early
26 care and education; and be it further

27 *Resolved*, That we urge our colleagues to commit to improving
28 the public’s understanding of the role that early care and education
29 plays in securing an educated, nimble, and stable workforce to
30 help keep California’s economy vibrant and strong for years to
31 come; and be it further

32 *Resolved*, That the Chief Clerk of the Assembly transmit copies
33 of this resolution to the author for appropriate distribution.

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