

AMENDED IN ASSEMBLY MAY 20, 2013

AMENDED IN ASSEMBLY MAY 2, 2013

CALIFORNIA LEGISLATURE—2013–14 REGULAR SESSION

**Assembly Concurrent Resolution**

**No. 45**

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**Introduced by Assembly Member Weber**

**(Coauthors: Assembly Members Bonilla, Bradford, Brown, Garcia, Holden, Jones-Sawyer, and Mitchell, Mullin, and Rendon Rendon, Achadjian, Alejo, Ammiano, Atkins, Bigelow, Bloom, Blumenfeld, Bonta, Buchanan, Ian Calderon, Campos, Chau, Chávez, Chesbro, Cooley, Dahle, Daly, Dickinson, Eggman, Fong, Fox, Frazier, Gatto, Gomez, Gordon, Gray, Hagman, Hall, Roger Hernández, Levine, Linder, Lowenthal, Maienschein, Medina, Morrell, Muratsuchi, Nazarian, Nestande, Olsen, Pan, Patterson, Perea, John A. Pérez, V. Manuel Pérez, Quirk, Quirk-Silva, Salas, Skinner, Stone, Ting, Waldron, Wieckowski, Wilk, Williams, and Yamada)**  
(Coauthors: Senators Liu, Price, and Wright)

April 11, 2013

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

LEGISLATIVE COUNSEL'S DIGEST

ACR 45, as amended, 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 and other programs that support 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

6       WHEREAS, Eighty percent of a child’s brain development  
7 occurs by age three and 90 percent of brain development occurs  
8 by age five, and children who attend quality early care and  
9 education programs are more likely to pass reading exams through  
10 third grade; and

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

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

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

29       WHEREAS, A high-quality early care and education program,  
30 which is the formal care and teaching of young children often  
31 provided by individuals other than a child’s first teacher or parents,  
32 that actively engages parents in their child’s education, results in  
33 higher grades, better school attendance, increased motivation, and  
34 higher graduation rates. It is well documented in research and  
35 widely understood that quality early care and education programs

1 contribute tremendously to a child’s ability to mature, reach his  
2 or her potential, and become a productive citizen; and

3 WHEREAS, Early care and education reflects a variety of  
4 educational and care service options, including child care,  
5 development, and preschool programs that provide positive early  
6 learning experiences to foster a child’s emotional, intellectual, and  
7 social development, and lays the foundation for later academic  
8 success; and

9 WHEREAS, Children learn by observing and modeling what  
10 they see their parents do. When parents enroll in parenting classes,  
11 they learn new techniques and realize that parental involvement  
12 and early care and education will advance their children as  
13 compared to other children whose parents do not know about or  
14 do not value the importance of parental classes and early care and  
15 education; and

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

28 WHEREAS, The earlier that parent involvement begins in a  
29 child’s educational process, the more powerful the effects on the  
30 child’s life. Sometimes parents do not realize that the parental  
31 involvement and early care and education will have a positive  
32 impact in the lives of their children forever. Studies have shown  
33 that parental involvement is a strong predictor of school  
34 achievement, especially among children from low-income families.  
35 These studies have demonstrated that children in poverty whose  
36 parents provide an engaging learning environment at home are  
37 better prepared for school and have lower suspension rates than  
38 their low-income peers; and

39 WHEREAS, Statistics on parental involvement indicate that  
40 family participation in education is twice as predictive of a child’s

1 academic success as a family's socioeconomic status, meaning a  
2 child whose parents are engaged in their child's education tends  
3 to have fewer behavioral problems, performs better academically,  
4 and is more likely to complete high school than a child whose  
5 parents are not engaged in his or her education; and

6 WHEREAS, A child who attends quality early care and  
7 education programs is less likely to be arrested and more likely to  
8 earn higher incomes than a child who does not, and the opportunity  
9 to participate in such programs prepares children to attain a higher  
10 standard of living as adults and to become members of the  
11 high-skilled workforce that is critical to our nation's economic  
12 future; and

13 WHEREAS, The finding of a connection between strong early  
14 care and education programs and the state's economic growth is  
15 what compelled First 5 LA to make a number of early care and  
16 education investments, including the ECE Works! Career  
17 Development Policy Project, which promotes the development of  
18 a strong early care and education workforce to prepare today's  
19 children for the dynamic workforce challenges of the future. This  
20 early care and education workforce development initiative supports  
21 the First 5 LA Strategic Plan FY 2009–2015's goal of ensuring  
22 that children are ready for kindergarten; and

23 WHEREAS, The public's understanding of the relationship  
24 between brain development at the early stages of life and a child's  
25 future development compelled voters in California to dedicate  
26 resources solely for the benefit of children from birth to five years  
27 of age through the establishment of First 5 California and county  
28 First 5 commissions and agencies, which are located in all 58  
29 counties, including Alameda, Contra Costa, El Dorado, Fresno,  
30 Los Angeles, Merced, Orange, Sacramento, San Diego, San  
31 Francisco, San Joaquin, Santa Barbara, Santa Clara, Santa Cruz,  
32 Ventura, and Yolo Counties; and

33 WHEREAS, An integral part of a sound public investment  
34 strategy to secure California's economic future must include the  
35 development of, and the appropriate compensation levels to recruit  
36 and retain, a highly trained early care and education workforce;  
37 and

38 WHEREAS, There is now broad-based consensus that early  
39 care and education is a critical foundation for improving our  
40 nation's educational system and a vital investment strategy to

1 ensure the competitiveness of our nation’s workforce in the global  
2 economy; and

3 WHEREAS, Historically, early care and education settings,  
4 such as child care and preschool for infants, toddlers, and young  
5 children, were viewed solely as a means of enabling parents to  
6 function in the workforce, and public policy for providing and  
7 funding early care and education was focused on safety and  
8 accessibility; and

9 WHEREAS, Brain development research has informed our  
10 understanding of the relevance and importance of early care and  
11 education environments and the value of the early care and  
12 education workforce. Public policy must develop and evolve to  
13 more accurately reflect what we now know to be most effective,  
14 including well-trained teachers offering high-quality services that  
15 provide a large return on investment; and

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

30 *Resolved by the Assembly of the State of California, the Senate*  
31 *thereof concurring*, That we urge our colleagues in the California  
32 State Legislature, the Superintendent of Public Instruction, and  
33 the Governor of California to restore budget funding to early care  
34 and education programs and to support efforts to fund and  
35 implement the Quality Rating and Improvement System and other  
36 programs that support early care and education; and be it further

37 *Resolved*, That we urge our colleagues to commit to improving  
38 the public’s understanding of the role that early care and education  
39 plays in securing an educated, nimble, and stable workforce to

- 1 help keep California's economy vibrant and strong for years to
- 2 come; and be it further
- 3 *Resolved*, That the Chief Clerk of the Assembly transmit copies
- 4 of this resolution to the author for appropriate distribution.