



Power of Preschool

Demonstration Program Progress Report

October 2008





**Power of Preschool
Demonstration Program**

Progress Report
Fiscal Years 2005-06 through 2007-08

First 5 California
Kris Perry, Executive Director
October 2008

Power of Preschool (PoP) Demonstration Program Progress Report

Table of Contents

Message from Kris Perry, Executive Director First 5 California	Page ii
Acknowledgements	Page iv
Executive Summary	Page 1
Introduction	Page 7
Statewide PoP Program Profile	Page 14
Statewide PoP Evaluation	Page 24
County PoP Program Profiles	Page 29
▪ First 5 LA	Page 30
▪ First 5 Merced County	Page 34
▪ First 5 Commission of San Diego County	Page 36
▪ First 5 San Francisco	Page 40
▪ First 5 San Joaquin	Page 43
▪ First 5 San Mateo County	Page 46
▪ FIRST 5 Santa Clara County	Page 49
▪ First 5 Ventura County	Page 53
▪ First 5 Yolo	Page 56
County and State PoP Lessons Learned	Page 59
Conclusion and Next Steps	Page 64
Appendices	
A. Systemwide Service Area	Page 69
B. Reimbursement Reference Chart	Page 70
C. County Contact Information	Page 71
D. First 5 California Matching Fund and Disbursement Programs	Page 74
E. Other Federal and State Child Development Programs	Page 78
F. Environment Rating Scales	Page 81



Message from Kris Perry, Executive Director, First 5 California



We are all familiar with the compelling research that clearly indicates the importance of quality preschool for young children. When children attend quality preschool, they develop better emotional, intellectual, and social skills that benefit them throughout their lives. In light of this, in 2003, the First 5 California Commission appropriated \$100 million to promote preschool opportunities and establish demonstration programs for California's children with the goal of providing quality preschools that prepare children to succeed in school and life. Power of Preschool (PoP) Demonstration Programs emerged from the First 5 California Commission's investment in quality preschool. First 5 California provides enhancement funding to raise the standards of preschool programs with nine participating First 5 county commissions. Working as partners, the state and counties just concluded the third year of operations that started in November 2005. Two more fiscal years remain in the life of the PoP program as funding runs through fiscal year 2009-10.

Two characteristics make PoP stand out from other California state subsidized preschool programs. First, PoP is voluntary, free and universally accessible to all children within the counties' designated service areas. Second, a unique reimbursement structure establishes rates that increase incrementally by teacher quality level and that consider existing subsidies supporting a preschool classroom space. In order to determine effective strategies for providing quality preschool experiences, First 5 California staff will evaluate these two characteristics along with other program elements at the conclusion of the program.

In June 2008, the RAND Corporation released a comprehensive statewide look at early care and education in California. The study entitled *Prepared to Learn: The Nature and Quality of Early Care and Education of Preschool-Age Children in California* identified findings related specifically to the PoP Demonstration Programs in San Francisco and San Mateo counties. One of RAND's findings related to these PoP programs is that ". . . attention to quality can pay off."¹ The RAND study found these two counties offer further indication ". . . that improvements are possible when quality is emphasized, the technical support needed to get to the highest quality level is supplied, and a financial reward

¹ Lynn A. Karoly, Bonnie Ghosh-Dastidar, Gail L. Zellman, Michal Perlman, Lynda Fernyhough, *Prepared to Learn: The Nature and Quality of Early Care and Education for Preschool-Age Children in California* (Santa Monica, CA: RAND, 2008), 152.

(through higher reimbursement rates) for achieving higher quality is available.”²
It is rewarding to see positive indicators emerging from PoP at this mid-point stage of the program.

First 5 California is providing this PoP progress report at the midway point of the program’s five year life. It is a “snapshot” or status of program implementation. The purpose is to inform policymakers and early childhood practitioners and advocates of PoP and to convey the preschool experiences of the nine participating counties.

As we begin the last two years of this demonstration program, we anticipate learning more about the best approaches to raising preschool standards, implementing successful program models, and identifying important infrastructure elements to sustain effective programs. At the conclusion of this five-year experience, First 5 California’s PoP Program will be able to offer substantive preschool recommendations for consideration by California’s policymakers and practitioners in providing quality preschool.

Kris Perry
Executive Director
First 5 California

² Ibid., 12 and 152

Acknowledgements

First 5 California is pleased to provide this Power of Preschool (PoP) Demonstration Program Progress Report. It provides a status of PoP information based on experiences throughout the first three years of the program, fiscal years 2005-06 through 2007-08.

We wish to acknowledge the nine participating county commissions: Los Angeles, Merced, San Diego, San Francisco, San Joaquin, San Mateo, Santa Clara, Ventura, and Yolo that are committed to administering the PoP programs. In addition, we wish to thank the PoP coordinators and other county or agency personnel responsible for PoP implementation for their responsiveness in providing the requested data and information. Their dedication to providing quality preschool services to the children and families within their counties is commendable. We thank them for advancing the movement of achieving preschool for all in California.

Thanks are also extended to the following First 5 California staff who contributed to this report:

Program Management

Sarah Neville-Morgan, Deputy Director
Camille A. Smith, Administrator
Maria Balakshin, Administrator
Carmen M. Padilla, Consultant
Rachel Wales, Program Analyst
Julia Rodden, Office Technician
Nasim Assadi, Student Assistant
Kindra Trainor, Student Assistant

Research and Evaluation

Stacie Sormano, Deputy Director
Cynthia Hobart, Research Program Specialist II

Communications

Elisa Bupara, Communications Director
Margaret Behan, Public Information Officer

Internet Access

This report is also available through First 5 California's Web site:
www.cafc.ca.gov



Executive Summary

Power of Preschool Demonstration Program Progress Report Fiscal Years 2005-06 through 2007-08

Executive Summary

In July 2003, the First 5 California Commission approved \$100 million for five to seven years to invest in voluntary, free and high-quality preschool for three- and four-year old children. This allocation established the Power of Preschool (PoP) Demonstration Program that provides enhancement funding to raise preschool standards throughout California. The objective of these preschool programs is to assist preschoolers in becoming personally, socially, and physically competent and effective learners who are ready to transition into kindergarten. These programs are universally accessible to all preschoolers, including children with special needs and English Language Learners. Preschoolers residing in low performing school³ areas and underserved communities receive priority for funding. First 5 California reimburses counties on the number of spaces filled by a child who is taught by teaching staff who achieve certain educational requirements.

Following First 5 California's Request for Applications (RFA), nine counties began operating the PoP Program during fiscal year 2005-06. These nine counties are: Los Angeles, Merced, San Diego, San Francisco, San Joaquin, San Mateo, Santa Clara, Ventura and Yolo. First 5 California requires participating counties to meet the January 2005 Quality Criteria. These criteria cover four main categories: Program, Teaching Staff, Policy and Fiscal Items and Family Partnerships.

The Power of Preschool Demonstration Program recently completed its third year of operation with two years remaining in the funding approval. At this midway point, policymakers and early childhood education practitioners and advocates expressed interest in knowing more about the current status of PoP. While evaluation documentation is underway, the primary outcome findings will not be accessible until the end of the five-year program. Therefore, First 5 California distributed to the nine participating counties a multi-dimensional progress assessment data instrument covering program elements and practices. To maintain consistency among the counties, all data were provided as of March 2008. The instrument requested that data be broken out by delivery system types if counties collected information in this

³ Low performing schools are defined as having Academic Performance Index scores of one through five.

manner. While some counties were able to break out these data, others only could provide totals.

First 5 California compiled the county data into this progress report. It describes statewide profile and evaluation data, county profile information, county and state lessons learned, conclusions and next steps.

Statewide Profile

As of March 2008, more than 9,600 children participated in the PoP program. While four-year olds are the vast majority, three counties also served over 400 three-year olds. Six PoP counties reported serving more than 2,500 English Language Learners and seven counties served 400 children with special needs. These children participated in approximately 570 preschool sessions with 42 percent of them being State Preschool Programs⁴. The remaining sessions were spread throughout California's other subsidized early care and education system and the federal Head Start program.

Teacher qualifications are defined by the number of college units, including early childhood education (ECE) units, which fall into a three-tiered career ladder:

- Entry Level – 24 ECE units for the teacher and 6 ECE units for the assistant teacher.
- Advancing Level – 60 units of college level work with 24 units in ECE for the teacher and 12 ECE units for the assistant teacher.
- Quality Level – BA degree that includes at least 24 ECE units for the teacher and an AA degree that includes at least 24 ECE units for the assistant teacher.

All nine counties combined reported a total of 1,160 teaching staff participating in PoP programs (510 lead teachers and 650 assistant teachers) with almost 90 percent of lead teachers meeting the quality or advancing level requirements. Ninety-six percent of assistant teachers met the quality or advancing level requirements.

PoP programs reported staff participating in an extensive array of professional development opportunities, collaborating with institutions of higher education, involving parents in a variety of activities, and facilitating numerous transition experiences for incoming preschoolers and children entering kindergarten. Counties also indicated that the programs use a variety of appropriate early childhood curricula.

⁴ Appendix E provides description of the State Preschool Program and other related state and federal early care and education programs.

All programs conducted individual child assessments as well as screenings to determine if any children are at risk for learning difficulties. Also, assessments of the learning environment are required. Reported scores indicate that programs are achieving the expected quality criteria in their facilities.

More than half of the PoP counties reported the use of intermediary administrators to coordinate and implement program delivery to children and families. County offices of education were the major intermediary organizations used. All counties collaborated with multiple local partners to maximize program services.

Statewide Evaluation

The Request for Application defines the 10 outcome and process questions for which counties collect data. Counties developed data collection methods to comply with the evaluation requirements. Preliminary data indicate children are better prepared for kindergarten, environmental assessments show successful results, and PoP teachers are better prepared to support diverse groups of children. Future evaluation plans include more intensive analysis of data with the intention of identifying programs that achieve the most successful child outcomes.

County Profiles

Each PoP county submitted information describing its program participation and implementation status as of March 2008. This profile provides the following information for each of the nine counties: 1) program background; 2) children served; 3) types of partners assisting in program implementation or support; 4) local evaluation efforts; 5) innovations or unique characteristics to the county; and 6) local funding support from the local county commission and other county partners.

County and State Lessons Learned

By design, PoP is a demonstration program. Each county designed its program model to meet the needs of the children in the designated service area based on the required quality criteria. Each county developed local implementation strategies that most effectively meet its preschool vision and philosophy. As such, each county experiences unique challenges and successes. These experiences will be important considerations for policy development and recommendations for statewide implementation of preschool programs.

County lessons learned cover a broad range of program administration issues. Several examples include: 1) improving qualifications of the preschool workforce will not necessarily result in increased compensation; 2) family child care home involvement has been easy to implement, but may be slightly

more expensive to embrace; 3) local resources are not sufficient to develop and implement evaluations that are capable of measuring impact in all the major areas addressed by PoP; and 4) successfully bringing together diverse organizations to support PoP demands thoughtful investments of time, funding, facilitation, and other support resources.

On an overall basis, examples of statewide lessons learned include the following needs: 1) more trained external reviewers to ensure quality preschool environment ratings are conducted; 2) realistic reimbursement rates to truly enhance quality and encourage local county and site participation; and 3) a program database to collect and compile county and state information.

Conclusions and Next Steps

In reviewing the county data and practices, several conclusions and next steps became apparent. We discovered that counties experienced and identified significant lessons learned that cover a spectrum of challenges and successes. The lessons' breadth and scope lend themselves to both program improvement and policy considerations when presenting recommendations to the legislature and policymakers.

Conclusions

1. Dedicated County Staff

Counties have dedicated staff committed to implementing high-quality preschool programs to the children and families in their designated service areas.

2. High Teacher Quality

More than 90 percent of the PoP teaching staff are already at the advancing or quality levels of the educational requirements. Previously, program developers assumed that the majority would start at the entry level and that it would take the full five years for teachers to reach the higher degree requirements.

3. Reimbursement Linked to Teacher Quality

The link between teacher qualifications and the reimbursement structure is critical. More study is needed on how to maximize this connection.

4. Partnerships

The importance of partners supporting program implementation appears to be essential. Recruitment and retention strategies need to

be designed to encourage a variety of partners to support and participate in local preschool programs.

5. Collaboration with Institutions of Higher Education

Collaboration with institutions of higher education is critical to program success. Counties that are actively engaged with local colleges and universities demonstrate multiple strategies that strengthen the PoP workforce within their counties.

6. Serving Children in Highest Need Areas

Serving children in highest need areas is the appropriate strategy in establishing program implementation priority. The recently released RAND study, *Prepared to Learn: The Nature and Quality of Early Care and Education of Preschool-Age Children in California*, clearly finds that children who could benefit the most from preschool are least likely to participate.⁵ This finding reflects the importance of PoP in continuing to give priority service to children in the highest need areas.

Next Steps

During the remainder of the program, several next steps need attention, such as: 1) define program recommendations for statewide policy development; 2) conduct further study on the reimbursement rate structure; and 3) seek a sustainable statewide funding source.

⁵ *Ibid.* 1, 147



Introduction

Power of Preschool Demonstration Program Progress Report Fiscal Years 2005-06 through 2007-08

Introduction

The Power of Preschool (PoP) Demonstration Program Progress Report provides a “snapshot” of the status of program implementation. It captures program data and practices from the nine participating counties. Since PoP is at the midway point of its five-year funding approval, policymakers and early childhood education practitioners expressed interest in learning more about the current status of PoP. While evaluation documentation is underway, the primary outcome findings are not accessible until the end of the five-year program. Therefore, First 5 California distributed to the nine participating counties a multi-dimensional progress assessment data instrument covering program elements and practices. Counties provided their data as of March 2008 to maintain consistency among the counties. The instrument requested that data be broken out by delivery system types if counties collected information in this manner. While some counties were able to break out these data, others only could provide totals. We appreciate the thoroughness and timely response from these counties in completing their reports.

Program Design

The First 5 California Power of Preschool (PoP) Demonstration Program represents an investment in quality that provides enhancement funding to raise the standards for preschool programs throughout California. It is a voluntary, free, high-quality, part-day preschool program that assists three- and four-year olds in becoming personally, socially and physically competent and effective learners who are ready to transition into kindergarten. PoP provides the blueprint for making high-quality preschool universally accessible to all preschoolers, including children with special needs and English Language Learners, and their families. PoP focuses on developing free programs in underserved and low performing school⁶ communities at a systemwide level (e.g., school district, city or county). PoP’s design builds on and integrates with existing public and private preschool providers, including family child care homes.

⁶ Low performing schools are defined as having Academic Performance Index scores of one through five

Funding

The First 5 California Commission approved \$100 million to launch PoP in July 2003 based on compelling research that clearly indicates positive outcomes for children who participate in quality preschool programs that prepare them to be successful in school and life. This \$100 million commitment allocates \$90 million for the PoP Demonstration Programs and \$10 million for quality enhancement, which includes technical assistance, workforce development and research. First 5 California funding is available through June 2010 and is intended to augment county commissions' investment in preschool programs.

Reimbursement Structure

First 5 California reimburses counties based on two factors: 1) teacher qualifications, and 2) space funding source. The reimbursement structure establishes rates that increase incrementally by teacher quality level and considers existing subsidies supporting a preschool classroom space. Unlike most state and federal early care and education programs, this unique reimbursement structure is not based exclusively on an annual per child reimbursement. Instead, it reimburses on a space filled by a child who is taught by teaching staff who achieve certain educational requirements as defined below.

1. Teacher Qualifications

Teacher qualifications are defined by the number of college units, including early childhood education (ECE) units, which fall into a three-tiered career ladder:

- Entry Level – 24 ECE units for the teacher and 6 ECE units for the assistant teacher.
- Advancing Level – 60 units of college level work with 24 units in ECE for the teacher and 12 ECE units for the assistant teacher.
- Quality Level – BA degree that includes at least 24 ECE units for the teacher and an AA degree that includes at least 24 ECE units for the assistant teacher.

2. Space Funding Source

For reimbursement purposes, PoP uses two types of spaces depending on whether the type receives other government subsidies. The two types of spaces are:

- New Publicly Funded Space – non-subsidized spaces that are made available in an existing publicly funded program (such as Head Start, State Preschool, or General Child Care) or in private centers or family child care homes/networks. These spaces would not be receiving

federal or other state subsidies for preschool hours in order to be viewed as “newly publicly funded spaces”.

- Improved Publicly Funded Space – state or federally subsidized spaces in current or new preschool programs (such as Head Start, State Preschool, General Child Care, or some family child care homes). These spaces do receive federal or other state subsidies for preschool hours in order to be viewed as “improved publicly funded spaces.”

For specific reimbursement rate amounts by teacher qualifications level and type of spaces (new or improved) refer to the Quality Reimbursement Reference Chart found in Appendix B.

Quality Standards

To ensure PoP provides quality preschool experiences, the First 5 California Commission approved quality criteria under four main categories:

1. Program
 - Periodic health and developmental screenings.
 - Performance and program standards that articulate with K-3 standards.
 - Environmental rating scales to determine quality of space and furnishings, personal care routines, language and reasoning opportunities, developmental learning activities, teacher/parent/child interactions, and program structure. At point of entry, a provider must at least achieve a score of ‘4’ out of ‘7’, which is obtained by averaging 43 indicators on the Early Childhood Environment Rating Scale-Revised (ECERS-R) and 40 indicators on the Family Child Care Environment Rating Scale-Revised (FCCERS-R). Within a period of 24 months, providers must at least receive an overall score of ‘5’ out of ‘7’, which is obtained by averaging the indicators. At entry-level and throughout their participation, providers must receive, at a minimum, an average of ‘3’ on each of the sub-scales for the applicable environmental rating scale. For more information describing ECERS-R and FCCERS-R, refer to Appendix F.
 - Appropriate staff to child and teacher to child ratios (e.g., 3 staff to 24 children, or 2 teachers to 20 children).
 - Group size sufficient to prepare children for kindergarten.
 - Nutritious meals and snacks.
 - Transition support for children entering preschool and preschoolers entering kindergarten.

2. Teaching Staff
 - Unique state funding system that reimburses based on the education level of the teachers.
 - Qualified diverse workforce, with a three-tier career ladder that encourages professional development as described in the Reimbursement Structure section above.

3. Policy and Fiscal
 - Program commitments by First 5 county commissions, local partners and diverse preschool providers.
 - Collaboration with institutions of higher education.
 - Participation in program evaluation.
 - Commitment of sufficient local funds to support PoP.

4. Family Partnerships
 - Effective family outreach and active engagement of parents and families.
 - Connection with wraparound child care and other family support services.

County PoP Demonstration Programs

First 5 California disseminated a statewide Request for Application seeking counties to participate in PoP. First 5 California approved nine county applications and they began administering the program in fiscal year 2005-06. These counties are Los Angeles, Merced, San Diego, San Francisco, San Joaquin, San Mateo, Santa Clara, Ventura and Yolo.

As of March 2008, the nine counties reported serving 9,653 three- and four-year olds (415 three-year olds and 9,238 four-year olds). Six of the nine counties reported serving more than 2,500 English Language Learners and seven of the nine counties reported serving 400 children with special needs. All children underwent periodic screenings and/or assessments using appropriate tools and practices. There were more than 570 preschool sessions, more than two-thirds of which were offered in the morning hours. Three-quarters of the sessions operated on a school-year calendar. A majority of sessions used a staff-to-child ratio of 3 to 24.

Statewide, 45 percent of lead teachers were at quality level, 43 percent at advancing level, and 12 percent at entry level. This pattern also mirrored the quality level of assistant teachers. PoP programs reported: staff participating in an extensive array of professional development opportunities, collaborating with institutions of higher education, involving parents in a variety of activities,

and facilitating numerous transition experiences for incoming preschoolers and children entering kindergarten.

In addition, statewide independent assessments of classroom quality reported a range of '4.2' to '6.95', with an average of '5.6'. The average acceptable score is '5' or better out of a possible score of '7' at the end of 24 months. This score demonstrates that the programs are implementing quality criteria in their facilities.

More than half the PoP counties reported the use of an intermediary administrator to coordinate the delivery of their PoP Demonstration Program. These intermediary organizations were county offices of education and private, nonprofit organizations.

PoP programs depend on the collaborative support of local partners for successful program implementation. Counties reported collaborating with multiple local partners to maximize program services. Partners included public and private organizations such as school districts and county offices of education, county health and social services departments, higher education, businesses, library/literacy programs, performing arts organizations, early childhood professional organizations, city and county offices, family support services and Resource and Referral agencies.

PoP's design demonstrates a variety of models that provide high-quality preschool experiences in underserved communities and to diverse populations. Counties uniquely and successfully incorporate the quality criteria into preschool programs offered through diverse provider systems.

For example, some counties designed coaching models that assist providers in understanding and improving environmental assessments, created inventive classroom activities, navigated the fiscal and program regulations of the early education field, and nurtured positive interactions among children, teachers and parents. Several counties also developed extensive database systems to guide policy and program decision-making and also to serve as a source of data in the implementation of longitudinal research. Moreover, securing the financial and political support of local businesses and communities has further supported the blending of multiple funding sources in PoP counties.

First 5 California's Commitment

First 5 California is committed to closing the achievement gap by building the foundation for children's success in school and ultimately in adulthood. In collaboration with county commissions and other partners, First 5 California provides leadership to promote the vision of preschool for all three- and four-

year olds in California by advocating for a statewide universal, free and voluntary quality preschool program. This preschool program is one strategy in assisting children's growth and development along a continuum from birth through age five.



Statewide PoP Program Profile

Statewide PoP Program Profile

Overview

The Power of Preschool (PoP) Demonstration Program recently completed its third year of implementation, which began in November 2005. In the spring of 2008, PoP counties submitted a status report providing descriptive program element data. The reporting document's design captures county data by delivery system (e.g., State Preschool, Head Start, family child care homes). All counties provided totals for the data elements, but some were not able to break out information by provider type, as noted below. In order to have consistency among all counties, the data presented in this profile reflect county information cumulative from November 2005 through March 2008.

Children Served

Nine PoP counties served a total of 9653 children:

- 415 (4%) three-year olds in three counties
- 9,238 (96%) four-year olds in nine counties

Of the total number of children, six PoP counties served a total of 2,566 English Language Learners.

Of the total number of children, seven PoP counties served 400 children with special needs.

Descriptive Program Services

Sessions

Nine PoP counties administered a total of 579 classroom sessions. Eight of these counties administered sessions in the following delivery systems:

- 42 percent State Preschool
- 19 percent General Child Care
- 18 percent new spaces (defined as spaces that would not be receiving federal or other state subsidies for preschool hours)
- 12 percent Head Start
- 5 percent family child care homes
- 4 percent other (e.g., local voucher, Title I, Alternative Payment, Title 22, School Readiness)

Seven counties reported that an additional 105 classroom sessions are under development and most probably will be operational in fiscal year 2008-09.

More than two-thirds of the 579 sessions are offered in the morning with the remaining in the afternoon and evening (two evening sessions). Nine counties reported that 85 percent of sessions operate 3-3.5 hours per day and that three-quarters of the 579 sessions operate on a school-year calendar with the remaining operating on a year-round or modified year-round calendar. A majority of sessions use a staff-to-child ratio of 3 to 24. Seven counties reported either all or a majority of their sessions receive United States Department of Agriculture program funds for nutrition. Approximately 26 percent of sessions in eight counties provide wraparound care.

Diverse Delivery System

Three of the nine PoP counties served three-year olds in addition to four-year olds. These counties reported serving three-year olds in the following delivery systems:

- 56 percent in State Preschool
- 32 percent in Head Start
- 10 percent in new spaces (defined as spaces that would not be receiving federal or other state subsidies for preschool hours)
- The remaining two percent in family child care homes, General Child Care and Alternative Payment

Eight of nine PoP counties reported serving four-year olds in the following delivery systems:

- 48 percent in State Preschool
- 21 percent in new spaces (defined as spaces that would not be receiving federal or other state subsidies for preschool hours)
- 16 percent in General Child Care
- 10 percent in Head Start
- 2 percent in family child care homes
- The remaining three percent in other programs (e.g., Title 1, Title 22, School Readiness, Alternative Payment, local voucher)

Facilities

Securing and licensing facilities in which to hold preschool programs can be a challenge for counties. In response to this barrier, PoP counties reported a variety of resources to fund facility development. For example, eight counties utilized unused K-12 buildings, seven counties used private facilities, three counties used bond measures, two counties used city taxes/developer fees, and one county partnered with the Low Income Investment Fund (a program partially funded by other First 5 California funds).

Per Space Reimbursement

The data collection instrument attempted to collect the reimbursement amount each county provides to each space filled by a child. Individual county information regarding per space reimbursement was unique to each county, and overall data were inconsistent to convey a range of per space reimbursement rates on a statewide basis. Some counties reimbursed on a classroom basis versus a per space rate. Furthermore, because base rates vary by program delivery system, counties used different amounts depending on funds needed to meet the quality enhancement requirements.

More study is needed on how best to capture these important data before any statewide determination can be made.

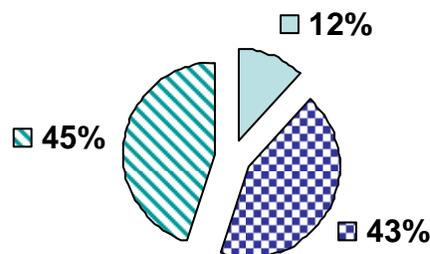
Teaching Staff

These preschool sessions are staffed by individuals with education specific to early childhood education (ECE). Nine counties reported 1,162 PoP teaching staff, specifically 510 lead teachers and 652 assistant teachers. As previously described, teacher qualifications are defined by the number of college units, including ECE units, which fall into a three-tiered career ladder:

- Entry Level – 24 ECE units for the teacher and 6 ECE units for the assistant teacher;
- Advancing Level – 60 units of college level work with 24 units in ECE for the teacher and 12 ECE units for the assistant teacher; and
- Quality Level – BA degree that includes at least 24 ECE units for the teacher and an AA degree that includes at least 24 ECE units for the assistant teacher.

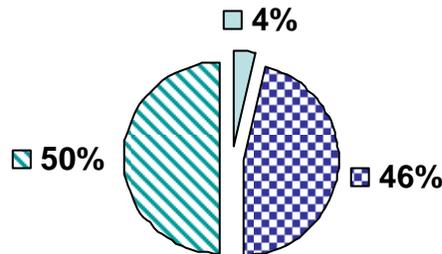
Statewide, 45 percent (227) of lead teachers were at quality level, 43 percent (219) at advancing level, and 12 percent (64) at entry level.

All PoP Lead Teachers



The quality level of assistant teachers was similar, although slightly higher, than that of lead teachers. Statewide, 50 percent (322) of assistant teachers were at quality level, 46 percent (303) at advancing level, and four percent (27) at entry level.

All PoP Assistant Teachers



Teaching Staff Stipend and Salary

While the data collection instrument requested stipend and salary information for their teaching staff, most counties were unable to provide these data because the county either does not use a stipend method or does not gather local site/provider salaries.

Curriculum

PoP programs reported that teaching staff used a vast array of appropriate early childhood curricula, such as Houghton Mifflin PRE-K Alphafriends, Reggio Emilia, High Scope, Montessori, and self-designed. Another frequently identified curriculum, particularly in Head Start programs, was Creative Curriculum. Several counties specifically identified using other curricula in addition to those listed above, including Developmental Learning Materials (DLM) Early Learning Express, Growing Readers Early Literacy Curriculum, Mother Goose, Multiple Intelligence, Breakthroughs in Literacy, and Optimal Learning Environment Curriculum.

Assessments

Assessments of both the learning environment and individual children are essential to a quality preschool program.

Child screenings and assessments determine whether children are benefiting from the program and may identify a child at risk for learning difficulties. The following data were provided by the nine PoP demonstration programs specific to child assessments used in their county:

- Desired Results Developmental Profile-Revised: all 9 counties
- Ages and Stages Questionnaire: 8 counties
- Ages and Stages Questionnaire – Social Emotional: 6 counties
- Portfolios: 7 counties
- Health surveys/physicals: 5 counties
- Four counties reported using other instruments, such as the Early Screening Inventory-Preschool (ESI-P), Brigance, Parent Evaluation Developmental Status (PEDS), health insurance screenings, immunization audits, and vision/hearing screenings.

Providers used environmental assessments to determine both positive aspects of their program and areas that may need attention. Staff developed improvement plans to address these needs. The nine PoP demonstration programs provided the following data specific to environmental assessments used in their county:

- Early Childhood Environment Rating Scale-Revised (ECERS-R): all nine counties
- Family Child Care Environment Rating Scale-Revised (FCCERS-R): seven counties
- Classroom Assessment Scoring System (CLASS): two counties
- Early Language and Literacy Classroom Observation (ELLCO): one county

Specific to the PoP counties' use of the ECERS-R, statewide independent assessments of classroom quality revealed a range of '4.2' to '6.95', with an average of '5.6'. The average acceptable score is '5' or better out of a possible score of '7' at the end of 24 months. This score demonstrates that the programs are implementing quality criteria in their facilities.

Professional Development Trainings

In order to provide quality preschool programs, encouraging and expanding the knowledge and skills of early childhood educators is essential. Therefore, PoP requires an extensive professional development component, which counties met by offering a selection of training opportunities for teaching staff.

All nine PoP counties reported providing trainings on working with English Language Learners, social-emotional development and pre-literacy development.

Eight counties reported offering trainings on the use of environmental assessments, such as the ECERS-R and FCCERS-R.

Seven counties reported providing trainings on working with children with special needs, classroom management and working with families.

Six counties reported offering trainings on science and nature, health and nutrition, gross motor and physical development and art/music.

Five counties reported providing trainings on the California Department of Education, Child Development Division (CDE-CDD) Preschool Learning Foundations and cultural competency.

Four counties reported offering trainings on community resources, referral and social services and pre-math development.

Three counties reported providing trainings on the DRDP-R and two counties reported offering trainings on the use of Creative Curriculum. In addition, San Mateo County provided specialized training to meet program and staff needs (e.g., curriculum, leadership skills, program policy implementation and teacher stress).

Collaboration with Institutions of Higher Education

Collaboration and articulation between PoP programs and institutions of higher education are critical support services for teaching staff to attain the proper educational qualifications. PoP programs must communicate and collaborate with local community colleges and four-year universities.

All nine PoP counties reported supporting ECE students through advising and/or mentoring, stipends and/or scholarships and transcript review.

Eight counties offered weekend and/or evening early childhood education and/or general education classes.

Seven counties offered bilingual ECE or general education classes. Furthermore, seven counties put forth specific efforts to recruit a diverse ECE workforce, as well as collaborate with higher education institutions in the community. Examples of these efforts consist of translating job announcements into various languages, posting job announcements in ethnic newspapers, conducting college classes in Spanish, and offering job fairs in diverse neighboring communities reflective of the children's diversity within the program. Several of the counties integrate their PoP programs with CARES, maximizing all the resources CARES offers in working with diverse workforces to support professional development and educational attainment.

Six counties had a cohort of teachers completing an AA or BA degree program together.

Several counties identified other collaborative efforts, such as providing tutoring to ECE students, assisting providers in applying for their child development teaching permit, and offering a textbook loan program through community colleges. In addition, articulation efforts, such as facilitating a workgroup between community colleges and four-year universities to standardize the core 24 ECE units to streamline transition are underway in some counties.

Parent Involvement

In addition to collaborating with institutions of higher education, it is crucial that quality preschool programs engage parents and families in all program aspects.

All nine PoP counties reported involving parents through workshops, open houses, newsletters, parent satisfaction surveys and volunteer opportunities both during and outside of class time.

Eight counties involved parents in community fairs.

Six counties involved parents through the Raising a Reader® book bag program.

Five counties provided mentoring/counseling to parents.

Other ways in which parents were involved in their child's preschool program included participation in parent advisory groups, social gatherings and interactive family literacy activities.

Transitions

When a child enters preschool, support is needed from both the family and the school to assist the child in acclimating to the new environment. This is likewise true of children transitioning from preschool into kindergarten.

Seven of nine PoP counties identified the following transition activities for children entering preschool:

- Child and family visit preschool classroom
- Parent/family-teacher-child meetings
- Home visits
- Preschool open houses
- Program information (e.g., brochures)

For children transitioning from preschool to kindergarten, counties reported the following activities:

- Eight counties reported that families visited the kindergarten classroom and that preschool and kindergarten teachers met.
- Six counties reported that preschool programs shared child assessments and/or portfolios with kindergarten teachers.
- Five counties reported that preschool and kindergarten programs had aligned curriculum.
- Four counties reported that a transition team attended parent meetings and/or community forums.
- Three counties reported that preschool classes visited the kindergarten classroom as a group. Also, in the preschool classroom children were introduced to kindergarten expectations such as behavior and mealtime practices.

Administrative Aspects

Partners

PoP programs depend on the collaborative support of local partners for successful program implementation. Eight of the nine PoP counties reported collaborating with multiple partners to maximize program services. Partners included public and private organizations such as school districts and county offices of education, county health and social services departments, higher education, businesses, library/literacy programs, performing arts organizations, early childhood professional organizations, city and county offices, family support services, and Resource and Referral agencies.

Integration with Other First 5 California Programs

The success of PoP necessitates building upon existing programs and investments, as well as coordinating efforts. A majority of PoP counties participated in multiple First 5 California funded programs. The following data identified these programs and, if available, provided the number of children who participated in both PoP and other First 5 California programs⁷:

- Special Needs Program (SNP)
 - Four PoP counties reported participating in the First 5 California SNP.
 - Two of these four counties reported that they integrated PoP with SNP.

⁷ Appendix D describes the following First 5 California programs: Special Needs; Health Access; School Readiness; and Comprehensive Approaches to Raising Educational Standards (CARES).

- Health Access
 - Seven PoP counties reported participating in the First 5 California Health Access Program.
 - Four of these seven counties reported that they integrated PoP with Health Access.
 - Two of these four counties reported serving 668 children in both these programs.
- School Readiness
 - All nine PoP counties reported participating in the First 5 California School Readiness Program.
 - Seven of the nine counties reported that they integrated PoP with School Readiness.
 - Five of these seven counties reported serving 1504 children in both these programs.
- Comprehensive Approaches to Raising Educational Standards (CARES)
 - Eight PoP counties reported participating in CARES.
 - Eight of the eight counties reported that they integrated PoP with CARES.
 - Seven of these eight counties reported 438 staff participating in both these programs (this is 60 percent of the PoP teaching staff for these seven counties).

Intermediary Administrator

Six of the nine PoP counties reported the use of an intermediary administrator to coordinate the delivery of their PoP Demonstration Program. Half of these counties used a county office of education as their intermediary. The other half used private nonprofit organizations (Los Angeles Universal Preschool; E3 Institute, WestEd; and Child Care Services Resource and Referral).

Local Evaluation

Eight of the nine PoP counties reported implementing a local evaluation of their demonstration program. These counties conveyed extensive evaluation efforts that are included in each of the county profiles.



Statewide PoP Evaluation

Statewide PoP Evaluation

Statewide Evaluation Background

Proposition 10, the California Children and Families Act of 1998 (the Act), requires First 5 California to define desirable program results and to collect and analyze data measuring progress toward attaining those results. Specifically, Section 130105 (a) of the California Health and Safety Code states that First 5 California must support:

. . . [R]esearch and development of best practices and standards for all programs and services relating to early childhood development established pursuant to this act, and for the assessment and quality evaluation of those programs and services.

The First 5 California Preschool Demonstration Program Request for Application (RFA) requires a collaborative evaluation to demonstrate the program benefits. The RFA lists 10 outcome and process questions that PoP counties must address. In 2007, First 5 California staff and PoP counties collaboratively agreed to collect specific data to answer the 10 outcome and process questions. These evaluation questions are:

Outcome Evaluation

1. Are children who participate in First 5 Preschool Demonstration programs better prepared to be successful in kindergarten and early elementary grades?
2. Are we closing the “achievement gap” experienced by the diverse populations of California’s youngest children, including those with disabilities and other special needs and English Language Learners (ELLs)?
3. Are more children receiving screening and assessments, provided appropriate services and effectively included in First 5 Preschool Demonstration programs?
4. Are outreach and other efforts effectively including children already identified with disabilities and other special needs in First 5 PoP programs?
5. Do more preschool teachers and administrators have the expertise to include and effectively support children with disabilities and other special needs and children who are ELLs?

Process Evaluation

1. Are quality criteria effectively implemented in First 5 Preschool Demonstration programs?
2. Which Preschool Demonstration program strategies and services most effectively promote positive outcomes for children, particularly children from diverse cultural and linguistic backgrounds?
3. Which Preschool Demonstration program strategies and services most effectively promote positive outcomes for children with disabilities and other special needs?
4. What are the most effective Preschool Demonstration program outreach strategies for parents?
5. Are parents included in, and satisfied with, the PoP programs?

Preliminary Outcomes

Based on the first year of statewide PoP evaluation data collected to respond to these questions, the overall preliminary findings show that:

- PoP children are better prepared to be successful in school.
- Enrollees receive screenings and referrals for additional services when needed.
- Environmental assessments show successful results.
- Most parents are very satisfied with their PoP program.
- Counties use a variety of methods to include parents.
- PoP teachers and administrators have extensive opportunities for participation in professional development to support diverse groups of children.

In fiscal year 2006-07, participating PoP counties submitted Desired Results Developmental Profile-Revised (DRDP-R) data, a comprehensive assessment tool, for approximately 2,500 PoP enrollees. Children progress through five developmental levels, from lowest (Not Yet at First Level) to highest (Integrating). Preliminary pre- and post-program data show the number of children at Integrating (highest level) increased from:

- 138 to 716 for Effective Learning
- 220 to 884 for Personal and Social Competence
- 478 to 1,411 for Physical and Motor Competence
- 168 to 852 for Safe and Healthy

Specific to the PoP counties' use of the environmental assessment tool, Early Childhood Environment Rating Scale-Revised (ECERS-R), statewide

independent assessments of classroom quality revealed a range of '4.2' to '6.95', with an average of '5.6' out of a possible score of '7'. This score demonstrates that the programs implement the quality criteria in their facilities. Providers may enter the program with an average score of '4'. After 24 months, the average acceptable score increases to '5' or better.

Furthermore, based on a survey of parents of PoP children, 69 percent said that they are very satisfied with their child's PoP program.

Future Statewide Evaluation Plans

Future evaluation efforts include enhanced data collection and evaluation of the PoP program to determine the extent the PoP programs serve the needs of a diverse population of children. To more thoroughly complete a statewide program evaluation, First 5 California also will conduct a meta-analysis of local PoP evaluations that addresses:

- The diversity of the PoP enrollees.
- Whether PoP is helping to close the achievement gap.
- The most effective strategies and services for diverse populations.
- A comparison of quality standards programwide.

In addition, First 5 California staff plan to use any pre-existing county data to evaluate the quality of the programs and to answer the following questions:

- A. Does teacher turnover impact program quality as evidenced by ECERS-R scores?
- B. Does the teacher quality (and funding level associated with teacher quality), impact program quality as evidenced by ECERS-R scores?
- C. Are parents who have children in PoP increasing their involvement in their child's learning through contact with the schools? Are parents doing more home educational activities with their children fostering their school readiness skills?
- D. Are there common challenges experienced by counties? How have they addressed these challenges?
- E. Within these themes, are there differences in counties' approaches, and what can we learn from those differences?

Implementing an improved data collection and evaluation question reporting system and conducting a statewide meta-analysis will enable First 5 California to:

- Use FY 2006-07 data as baseline for future evaluation.
- Set performance benchmarks.
- Provide technical assistance to counties on evaluation and reporting.

- Continue to focus intensive efforts on particular areas, such as diverse populations, children with special needs and other disabilities, and teacher qualifications.
- Build on and connect with other programs to improve PoP outcomes.
- Determine a model preschool program design by identifying the most successful performance outcomes.



County PoP Program Profiles



First 5 LA – PoP Program Profile

County Background

The First 5 LA Commission established Los Angeles Universal Preschool (LAUP) to provide preschool services for four-year old children and their families. The program's objective is to support early learning and development in all preschool children of varying cultures, special needs, disabilities, and incomes throughout Los Angeles County, and to manage, build and deploy resources, and help ensure high-quality services to children. LAUP serves as PoP's intermediary administrator for First 5 LA.

First 5 LA and LAUP proposed a five-year demonstration project in fiscal year 2005-06 to implement Power of Preschool (PoP) for four-year old children in 11 zip code areas in Los Angeles County in fiscal years 2005-06 and 2006-07. Beginning in fiscal year 2007-08, First 5 LA increased their PoP services to 50 more zip code areas for a total of 61.

Children Served

As of March 2008, LAUP served 1,519 four-year olds in 13 designated PoP cities, which is 22 percent of the total LAUP enrollment of 6,971. Of these children, 496 were English Language Learners and 69 were children with special needs. LAUP operated 101 sessions for 3-3.5 hours per day, with 59 morning sessions and 42 afternoon sessions. Two-thirds of the sessions operated on an academic year, with the remaining sessions operating on a modified year-round basis.

Providers reported using an array of curricula, including Creative Curriculum, Developmental Learning Materials (DLM) Early Learning Express, High Scope, Montessori, and self-designed curriculum. A total of 97 teachers participated, 38 percent of whom were at quality level and advancing level, and 24 percent at entry level. A total of 101 assistant teachers participated, 41 percent of whom were at quality level, 44 percent at advancing level, and 15 percent at entry level.

Partners

LAUP partners with the California Preschool Instructional Network (CPIN) to provide professional development for LAUP staff and providers in the LAUP network. LAUP also has partnered with the City of Los Angeles Commission for Children, Youth and their Families, City of Los Angeles Workforce

Investment Board, Community Care Licensing Division (CCLD), County of Los Angeles Public Library, Families in Schools, Healthy Cities, Leadingways Enterprises, Los Angeles County Office of Child Care, Los Angeles County Office of Education (LACOE) Head Start, Los Angeles Public Library, Early Childhood Education Division of the Los Angeles Unified School District, and the Music Center.

Local Evaluation

In March 2007 First 5 LA launched a major study in partnership with Mathematica Policy Research, Inc. (MPR) that is expected to inform policymaking nationally on preschool education. The two-year study began in spring 2007 with an examination of the feasibility, reliability and validity of child development and classroom quality measures in the large, culturally and linguistically diverse population served by Los Angeles Universal Preschool funded programs. Fourteen LAUP-funded centers participated in the pilot phase of the study, providing a purposive sample of 418 children and parents and 513 teachers.

Evaluators used these findings to inform the design and implementation of the larger study, which began in fall 2007 and will be completed in spring 2008. The study involves a representative sample of more than 1,700 LAUP four-year olds, and will answer questions about the quality, intensity and overall implementation of LAUP programs and how these factors relate to developmental outcomes of children by the end of their preschool experience. The study sample includes a representative sample of the children participating in the LAUP programs that were receiving Power of Preschool (PoP) funding when the study sample was drawn in summer 2007.

The study includes the following data: (a) from parents about their children and their family; (b) from teachers about themselves, their classrooms, and the individual children participating in the study; (c) direct child assessment data collected by trained data collectors on children's cognitive, language, social, emotional and physical development; and (d) on classroom quality including data from a new measure that captures rich data on language interactions within the classroom.

Leading the study is John Love, Ph.D., a senior fellow at MPR, a New Jersey-based independent organization, regarded as one of the nation's top early childhood policy research firms. Mathematica's partners in this research include Juárez & Associates of Los Angeles, American Institutes for Research (AIR) in Palo Alto, and the Berkeley Evaluation and Assessment Research (BEAR) Center at UC Berkeley.

Innovations

One unique aspect of LAUP's program is the coaching model. It consists of three separate, but intertwined components: Starting Points Coaching (SP), Quality Support Coaching (QS), and Fiscal Coaching. This collaborative coaching model between LAUP coaches and providers is designed to help providers reach their potential by fostering relationships, sharing a wealth of comprehensive services and resources, and promoting high-quality early childhood education programs by working with providers to develop site-specific continuous quality improvement plans.

LAUP currently implements three special initiatives. The Health & Wellness Initiative / Children's Communication Support Initiative is dedicated to the early identification of health and communication concerns in children. The goals are to: 1) improve and maximize health status of LAUP children through early identification, screening and referral; 2) screen for all child health risks and speech, language and hearing impairments; 3) build providers' capacity to screen for potential risk factors and to become advocates of early identification; 4) link providers, families, and coaches to key community and training resources to increase knowledge and awareness; and 5) strengthen parent engagement and understanding of health risks and speech, language and hearing impairments.

The Foster/Relative Care Initiative will increase the enrollment of children in foster and relative care into LAUP preschools. Foster and relative care children enrolled in LAUP preschools receive screening and are connected to resources if needed. This initiative specifically targets children under the supervision of the LA County Department of Children and Family Services (DCFS) and children in the care of relatives who are not their biological parents.

The Growing Young Readers Initiative increases the frequency and quality of emergent literacy activities in preschools, homes and community settings through trainings for preschool providers and parents. The initiative trains literacy volunteers and provides take-home literacy bags in the classroom. Staff working on this initiative also collaborates with the Los Angeles City and County public library systems to inform parents about early literacy activities and the literacy resources available in their community.

Workforce

LAUP's Workforce Department aims to increase the number of college students pursuing careers in early care and education and to decrease the rates of attrition among those studying child development and related areas. Through this initiative, LAUP has issued six grants to collaborative teams of community colleges, four-year colleges and universities, and feeder high

schools throughout Los Angeles County. The grants will develop and implement innovative programs designed to attract students to the early care and education field. The intent is to remove barriers to academic success and professional growth faced by existing and potential teachers in early care and education and to create pathways to degree completion. Grant recipients are developing, implementing and expanding programs to recruit, train, advance and support students enrolled in early childhood education classes or related areas of study.

Special Needs/Inclusion

LAUP's Inclusion Program is designed to:

- Develop standards on inclusion services for children with disabilities or other special needs through LAUP.
- Develop standards for what constitutes a fully inclusive preschool site.
- Provide background information, including legal information, in a user-friendly format.
- Recommend resources for the development and support of inclusive sites.
- Recommend executive and system-level support for inclusion of children with disabilities and other special needs in LAUP.

The activities completed in 2007 included a review of literature on inclusion best practices; an LAUP Provider Inclusion Manual; and collaboration with community stakeholders on rollout of inclusion training for LAUP providers and coaches in three phases: Phase 1) training on inclusion best practices using the LAUP Inclusion Manual; Phase 2) training on mental health and behavior management; and Phase 3) training on autism and speech and language.

Local Funding

The PoP program requires significant contributions from the local First 5 county commissions and partners. This funding, along with the First 5 California contribution, enhances state, federal and/or private funds to fully finance local county PoP programs.

At the end of fiscal year 2006-07, First 5 LA reported a cumulative expenditure of \$6.2 million from the First 5 LA Commission for the first two fiscal years of program operations. This funding does not include any in-kind contributions from either First 5 LA or its partners.



First 5 Merced County – PoP Program Profile

County Background

First 5 Merced County proposed a 10 year demonstration project in fiscal year 2003-04 to implement Preschool for All (PFA) for four-year old children in six of the 18 elementary school districts in Merced County. These school districts are: Merced City, Delhi Unified, Livingston Union, Planada Elementary, Winton Elementary, and El Nido Elementary school districts. These school districts represent the diversity, challenges and needs of Merced County preschoolers, with the vast majority (83 to 100 percent) of the schools in these districts having a low Academic Performance Index score.

First 5 Merced's PoP program requires at least a 3-hour per day, 175-day per year, quality preschool program that is free and available to all four-year olds in the six participating school districts.

Children Served

As of March 2008, Merced County served more than 1,400 four-year-olds. Merced operated 64 sessions, approximately two-thirds of which are State Preschool. The remainder of sessions operated in Head Start and General Child Care. Sessions were for 3-3.5 hours per day, with 35 morning sessions, 28 afternoon and one evening session. All sessions operated on an academic year and used the Houghton Mifflin PRE-K Alphafriends curriculum.

A total of 40 teachers participated, 35 percent of whom were at quality level and 65 percent at advancing level. A total of 40 assistant teachers participated, 50 percent of whom were at quality level and 50 percent at advancing level. No teachers or assistant teachers were at entry level. All staff participated in the county's CARES program, which supports professional growth and educational attainment.

Local Funding

To fully support the PoP program, it is necessary for significant contributions to be made by the local First 5 county commissions and partners. This funding along with the First 5 California contribution enhances state, federal and/or private funds to fully finance local county PoP programs.

At the end of fiscal year 2006-07, First 5 Merced County reported cumulative expenditures of \$2.5 million from the First 5 Merced Commission, \$1.1 million

from Title I, Part A of the Elementary and Secondary Education Act, and \$125,000 from the David and Lucile Packard Foundation. These expenditures cover the first two fiscal years of program operations. This funding does not include any in-kind contributions from either First 5 Merced County or its partners.



First 5 Commission of San Diego County – PoP Program Profile

County Background

In 2003, San Diego County proposed the Preschool for All (SDCPFA) Program allowing for universal access to quality early education experiences for all three- and four-year old children regardless of income, fully preparing San Diego County's four-year old children for a successful transition to kindergarten. The First 5 Commission of San Diego County proposed a five-year demonstration project in fiscal year 2005-06 to open quality preschool classrooms in six demonstration areas of San Diego County by fall of 2006. In fiscal year 2006-07, PoP services were provided in National City. Beginning in fiscal year 2007-08, PoP services were expanded to five additional communities: Lemon Grove, San Ysidro, South Bay, Escondido, and Valley Center/Pauma. Two additional areas will be added in fall 2008, which include Mt. Empire and Vista. All areas serve four-year-olds, with the exception of National City, which is funded to provide services to all three- and four-year olds. The areas were targeted based on elementary schools' API scores and population demographics such as English Language Learners and family income. The First 5 Commission of San Diego County administers the program through the San Diego County Office of Education (SDCOE).

The focus for the San Diego project is expanding access to preschool and improving the quality of preschool programs. To ensure quality, staff established an external review process with tiered funding associated with review scores. Highly qualified and experienced early childhood education experts conducted the comprehensive external review process. SDCPFA invested a minimum of 15 hours of consultant and staff time for each preschool session's external review. Each preschool session results documents contain both numeric line item scores and detailed anecdotal observation notes. Review results significantly impacted quality improvement in classrooms and preschool sites. The individual session results continue to impact the instructional team in each preschool classroom throughout the year following the review. Early Childhood Professional Development Training Assistants provide coaching support for all participating preschool sessions (family child care homes and center-based), to assist providers in raising quality based on their external review results. In order to support preschool instructional staff to continue their early

childhood education, coaches also assist them in navigating the higher education system.

Children Served

As of March 2008, San Diego County served more than 2,000 three- and four-year olds. Of these children, more than 1,000 were English Language Learners and 145 were children with special needs. SDCOE operated 129 sessions for 3-3.5 hours per day with 69 morning sessions, 48 afternoon sessions and 12 full-day sessions. All sessions operated on an academic year. Many of these sessions were held in unused K-12 buildings and public and private facilities.

Providers used an array of curricula, including Reggio Emilia, Creative Curriculum Developmentally Appropriate Practices, Houghton Mifflin PRE-K Alphafriends, High Scope, Montessori, and self-designed curriculum. A total of 127 teachers participated. Thirty-six percent of teachers were at quality level, 54 percent at advancing level, and 10 percent at entry level. A total of 112 assistant teachers participated, 75 percent of whom were at quality level, 21 percent at advancing level, and four percent at entry level.

Partners

San Diego County partners with Child Development Associates (CDA) as the reimbursement agency, YMCA Child Resource Services (CRS) as the North County Regional HUB Operator, and San Diego State University's Foundation to provide training and technical assistance on parent engagement activities. The partners utilize the six types of parent engagement work done by Joyce Epstein. Parents utilizing the Epstein model for parent engagement, an area of emphasis for the demonstration project, founded the San Diego PFA Master Plan.

Local Evaluation

First 5 Commission of San Diego County staff is responsible for the evaluation of all First 5 initiatives and projects, including the SDCPFA/PoP Demonstration Project. First 5 staff develops and monitors all elements of the SDCPFA/PoP Scope of Work as contracted through the San Diego County Office of Education; defining the scope of the evaluation, and ensuring that the demonstration project adheres to the commission's Strategic Plan, Evaluation Framework and the overall direction of the commission, as well as the statewide SDCPFA/PoP evaluation guidelines.

The First 5 Commission of San Diego County employs an evaluation contractor that is responsible for developing and implementing the commission's countywide Annual Evaluation and ensures that all evaluation

efforts are synchronized with the commission's Strategic Plan and the Evaluation Framework across all funded initiatives and projects. The evaluation contractor suggests the establishment of specific outcome indicators to ensure that the SDCPFA/PoP evaluation design incorporates all necessary elements from the statewide SDCPFA/PoP evaluation design, as well as other local evaluation efforts. The evaluation contractor conducts primary data collection regarding overall aspects of the evaluation, works with SDCOE to establish primary data collection protocols from SDCPFA/PoP subcontractors/providers, analyzes individual and site level data for trend analysis and provides technical assistance to SDCOE and subcontractor/providers as needed.

SDCOE has developed a data collection system for the demonstration project. SDCOE also works with the commission's evaluation contractor to facilitate the implementation of appropriate data collection protocols for PFA/PoP subcontractors/providers, provides technical assistance to the PFA providers and subcontractors as needed, and reviews data for contract monitoring and program improvement efforts.

SDCPFA/PoP subcontractors/providers are responsible for collecting, inputting and submitting data for the SDCPFA Demonstration Project evaluation as described in the SDCPFA Operating Guidelines. They participate in quarterly meetings of the Provider Evaluation Committee to surface challenges to implementing the evaluation, provide input as to the feasibility of data collection requirements, and make recommendations for system improvements.

Innovations

Preschool Instructional Staff and Site Supervisors Received PFA Stipends

Eligible preschool teachers, instructional assistants and site supervisors received stipends from SDCPFA in June amounting to approximately \$300,000 in FY2007/2008. Stipend eligibility is based on the highest level of education and quality score on the ECERS/FCCERS for classroom staff and the Program Administrator's Scale (PAS) for site supervisors. Staff find the stipends an extremely motivating factor to reach for quality and continue their education.

SDCPFA creates Comprehensive Data System

The San Diego County PoP Project is dedicated to contributing a comprehensive data management system to measure program effectiveness according to the project guidelines. This system's flexibility allows it to interface with a variety of preexisting systems and/or future systems, serving PoP partners. Three primary functions make this data management system exceptional: 1) the database stores every bit of information gathered into a single virtual warehouse; 2) the database provides project management with evidence available to help inform decisions; and 3) the database easily produces reports necessary to substantiate San Diego's efforts toward increasing the level of quality preschool experiences available to young children.

Local Funding

The PoP program requires significant contributions from local First 5 county commissions and partners for support. This funding along with the First 5 California contribution enhances state, federal and/or private funds to fully finance local county PoP programs. At the end of fiscal year 2006-07, the First 5 Commission of San Diego County reported cumulative expenditures of \$1.3 million from the First 5 Commission of San Diego County and \$1.7 million from State Title 5 programs. These expenditures cover the first two fiscal years of program operations. This funding does not include any in-kind contributions from either the First 5 Commission of San Diego County or its partners.



First 5 San Francisco – PoP Program Profile

County Background

In March 2004, San Francisco voters passed Proposition H, a charter amendment making it “the policy of the City and County of San Francisco to provide all four-year-old children who are city residents the opportunity to attend preschool.” First 5 San Francisco was charged with administering the new Preschool for All (PFA) program, which provides a high-quality, part-day preschool experience to four-year-old children free of charge.

San Francisco’s PFA program officially launched in 2005-06 and began serving children in the county’s highest need neighborhoods. Since then, the program has expanded quickly, enrolling children and increasing capacity by bringing on high-quality preschool programs in other neighborhoods. In 2008-09, San Francisco will take a big step toward universal access to preschool, when any preschool program in the county that satisfies First 5 San Francisco’s quality criteria will be eligible to receive funding to become a PFA site, and all four-year-olds in the county will be eligible to enroll in the program, subject to the availability of space.

Children Served

As of March 2008, San Francisco County served more than 1,700 four-year olds. First 5 San Francisco supported 145 PFA classes, 80 of which were 2.5 hours per day for a full-year and 65 at 3.5 hours per day for an academic year. Classes were held in both public and private facilities, and most participating programs separately provided wrap-around services for families needing full-day care.

A total of 138 teachers participated, 58 percent of whom were at quality level, 28 percent at advancing level, and 14 percent at entry level. In the CARES program, 178 PFA teachers and assistants participated.

Partners

First 5 San Francisco partners with the following agencies:

- Wu Yee Children’s Services to help coordinate recruitment and outreach to families.

- The San Francisco Unified School District provides extensive technical assistance and professional development to district preschool classrooms and is integral to expanding the supply of spaces.
- San Francisco State University, which administers Head Start in the county, has fully integrated Head Start into PFA. It is also implementing a dual language BA cohort program to boost educational attainment and early childhood education expertise among more than 70 Head Start and PFA teachers.
- The Department of Public Health provides early childhood mental health consultation support to all classrooms. The Department uses consultants who provide services to specific children, as well as work with teachers to model interventions.
- Tree Frog Treks, the Performing Arts Workshop, and Raising a Reader® provide curriculum enhancement services in the areas of science, creative movement and early literacy, respectively.

Local Evaluation

First 5 San Francisco and the San Mateo County Office of Education have contracted with the American Institutes for Research (AIR) to conduct a multi-year process evaluation of PFA implementation in the two counties. The evaluation, now in its third year, collects important information about the progress of PFA implementation, including feedback from program directors, parents, and teachers about how well the program is working and what can be improved. The evaluation gathers this information from surveys, interviews, and focus groups. In addition, evaluators conduct classroom quality observations using the CLASS and ECERS-R tools, to provide independent, baseline data on the quality of teacher-child interactions and early literacy instruction.

Innovations

San Francisco's PFA program is the only universal preschool effort in the state that will grow to eventually make a high-quality preschool experience available to every four-year-old in the county. Funding of up to \$60 million per year has been made available through local Proposition H through fiscal year 2014-15, and the county has set a goal of serving at least 80 percent of eligible four-year olds by the end of 2015.

Strong commitment to using a mixed delivery system, including a variety of different providers within its program, characterizes San Francisco's PFA program. For example, San Francisco Unified School District operates 55 of the 145 classes, Head Start grantee or delegate agencies operate 27, private, nonprofit providers serving subsidized children operate 45, private, nonprofit

providers without any other public subsidies operate 12, and family child care homes operate six.

San Francisco's program is committed to developing a highly qualified, well-compensated early childhood education workforce. The county set a goal to have a lead teacher with a BA degree and specialized early childhood training in every classroom by 2010. At PFA sites, teachers who possess a bachelor's degree and 24 units of ECE training are eligible for bonuses of up to \$5,000 annually. These bonuses are disbursed quarterly and supplement any additional compensation teachers might receive through the county's investment in the San Francisco Comprehensive Approaches to Raising Educational Standards (CARES) stipend program as well as WAGES Plus⁸ and the WAGES Plus Family Child Care⁹ augmentation programs.

Local Funding

To fully support the PoP program, it is necessary for significant contributions to be made by the local First 5 county commissions and partners. This funding along with the First 5 California contribution enhances state, federal and/or private funds to fully finance local county PoP (or PFA) programs.

At the end of fiscal year 2006-07, First 5 San Francisco reported a cumulative expenditure of \$10 million from the First 5 San Francisco Commission for the first two years of program operations. This funding does not include any in-kind contributions from either First 5 San Francisco or its partners.

⁸ WAGES Plus is a program to augment and stabilize the wages of child care workers in center-based care, moving them closer to a living wage.

⁹ WAGES Plus Family Child Care provides financial support to family child care providers serving low-income children.



First 5 San Joaquin – PoP Program Profile

County Background

San Joaquin County's Preschool for All Program (PFA) offers voluntary, free preschool programs to all families with four-year olds living within district boundaries of the Lincoln and Manteca Unified School Districts. These services are provided through a variety of public and private funding sources (State Preschool, First 5 San Joaquin, private preschool providers, and family child care providers). The districts continue to provide, upgrade, and expand preschool services that meet quality standards for all preschool-aged children in the county.

Children Served

As of March 2008, San Joaquin County served more than 900 four-year olds. One of the school districts reported serving more than 160 English Language Learners. Both districts reported serving more than 80 children with special needs. San Joaquin operated 40 sessions for 3-3.5 hours per day, with 22 morning sessions and 18 afternoon sessions. All sessions operated on an academic year and were held in unused K-12 buildings and private facilities.

Providers reported using Reggio Emilia and Houghton Mifflin PRE-K Alphafriends curricula. A total of 28 teachers participated, 25 percent of whom were at quality level and 75 percent at advancing level. A total of 50 assistant teachers participated, 14 percent of whom were at quality level and 86 percent at advancing level. No teachers or assistant teachers were at entry level. All teaching staff had Child Development Permits and participated in the county's CARES program, which supports professional growth and educational attainment.

Partners

First 5 San Joaquin partners with both the Lincoln and Manteca Unified School Districts, San Joaquin County Office of Education Child Care Professional Growth Project (local CARES program), Family Resource and Referral Center Quality Environments for All Children, Health Plan of San Joaquin Healthy Kids Program, Harder + Company Community Research, and Rice, Bonham and Associates (consultation on reimbursement guidelines).

Local Evaluation

First 5 San Joaquin selected Harder + Company Community Research to conduct the evaluation for First 5 San Joaquin's Power of Preschool Demonstration Project as well as the School Readiness Longitudinal Study. The longitudinal study of preschool children started in 2007. It will document changes in school-related development and achievement over time, while the inclusion of a comparison cohort will demonstrate whether a child receiving PoP services has improved levels of comparative development and achievement. Baseline data including DRDP-R, ASQ, ECERS-R, parent survey, teacher child report, and teacher survey were collected in spring 2008. Researchers will collect parent surveys and school reports annually in kindergarten (2008-09), 1st grade (2009-10), 2nd grade (2010-11), and 3rd grade (2011-12). In addition to the parent survey and school reports, researchers will collect standardized test results during the second and third grade periods.

Innovations

The First 5 San Joaquin PFA program in both districts licenses additional kindergarten rooms that can be shared with preschool programs in order to maximize the unused capacity within current public school programs. The districts have been steadily building toward full capacity in the State Preschool Program. The priority of both the state preschools and the First 5 preschools is to first serve four-year olds.

First 5 San Joaquin was one of the first counties in California to implement the use of the Environment Rating Scale (ERS) database. All preschool classrooms were assessed using the ERS assessments and ERS database. The utilization of this database supported increased ERS scores. In 2007-08 the Early Childhood Environment Rating Scale-Revised (ECERS-R) overall scores range was 5.56 – 6.69 with an average overall score of 5.92.

Other unique program aspects include:

- Health insurance screening of all children, vision and hearing screening.
- Raising a Reader® book bag program provided in the majority of sessions.
- Articulation with the school districts.
- Inclusion of preschool students into the K-12 school database/tracking system, and the Longitudinal Study.

Local Funding

To fully support the PoP program, it is necessary for significant contributions to be made by the local First 5 county commissions and partners. This funding along with the First 5 California contribution enhances state, federal and/or private funds to fully finance local county PoP programs.

At the end of fiscal year 2006-07, First 5 San Joaquin reported a cumulative expenditure of \$3.2 million from the First 5 San Joaquin Commission for the first two years of program operations. This funding does not include any in-kind contributions from either First 5 San Joaquin or its partners.

In addition to First 5 San Joaquin Commission investment in the PoP program, an additional 347 preschool spaces were funded in FY2006-07 to expand preschool efforts throughout San Joaquin County.



First 5 San Mateo County – PoP Program Profile

County Background

In October 2004, First 5 San Mateo County launched its five-year demonstration project to implement Preschool for All (PFA) for four-year olds in San Mateo County. San Mateo County was the first preschool early implementation grantee from First 5 California. Two school districts, Redwood City and Ravenswood City, were selected as the service areas and the program is administered by the San Mateo County Office of Education (SMCOE). The program's mission is to ensure that all three- and four-year olds have access to high-quality care and education that promotes success in school and life, and to have every child in San Mateo County enter school prepared to succeed. San Mateo County will achieve this by supporting working families and by making preschool available in a range of settings, affordable to all and easy to navigate.

Children Served

As of March 2008, Redwood City and Ravenswood school districts for the 2007-08 school year served more than 800 three- and four-year olds. Of these children, approximately 600 were English Language Learners and 58 were children with special needs. SMCOE operated 36 sessions for 3-3.5 hours per day. Of these sessions, 25 were in the morning and 11 were in the afternoon. Ten sessions operated on an academic year and 25 operated year-round. San Mateo County held sessions in unused K-12 buildings and private facilities. In addition, First 5 San Mateo, as part of a consortium of funders, supported facility improvements through Rebuilding Together and the Peninsula Quality Fund, together known as SmartKids.

Providers reported using Montessori, Creative Curriculum, Emergent, and Optimal Learning Environment curricula. A total of 25 teachers worked in PFA classrooms in the 2007-08 school year; 64 percent were at quality level, 28 percent at advancing level, and 8 percent at entry level. These teachers worked in partnership with an additional 21 assistant teachers; 24 percent of assistant teachers were at quality level, 62 percent at advancing level, and 14 percent at entry level. Out of 46 total teachers, 38 participated in the county's CARES program, which supports professional growth and educational attainment.

Partners

San Mateo County partners with The Early Childhood Language Development Institute (ECLDI), Raising a Reader®, Jewish Family & Children's Services' Parents' Place (early childhood mental health consultation services), and San Mateo County 4Cs (child care resource & referral).

Another key partner in the preschool effort is the San Mateo County Community College District and the San Francisco State University Child Adolescent Development bachelor's degree program. These partners provide an early childhood education (ECE) textbook loan program, bilingual supports for Spanish-speaking ECE students, dedicated math classes for ECE majors, an ECE Program Services Coordinator at Cañada College that offers student advising services, and "Pathways to Your Future in ECE" presentations. Together, these services result in a continuum of professional development and post-secondary education supports that help students make better and more efficient progress toward Associate's and Bachelor's degrees.

Local Evaluation

The evaluation of Preschool for All locally is a joint effort between San Mateo and San Francisco counties. Fiscal year 2007-08 is the third year of a process evaluation expected to last four years, conducted by American Institutes of Research (AIR). After that time, if PFA is still funded, the evaluation would transition to an outcome-based evaluation. The current process evaluation has focused on the collection and analysis of detailed information on program implementation and classroom quality. Original data collection efforts have included a program director survey, a teacher survey, teacher focus groups, parent focus groups, stakeholder interviews, and the development and implementation of detailed administrative/program level data collection systems (including a database designed specifically for PFA by WestEd that houses individual level data on teachers, children, and families served).

In fall 2008, the follow-up to the School Readiness Assessment (SRA), a population-based kindergarten assessment that includes an over-sample of children in PFA/PoP communities, will be conducted. The SRA will provide preliminary indications of whether children in PFA classrooms are more prepared for kindergarten than children who have not participated. In addition, in Year Two, AIR conducted independent CLASS assessments on a random sample of classrooms in San Mateo and San Francisco counties. CLASS results demonstrate that PFA classrooms in both San Mateo and San Francisco outperformed classrooms nationally on all measures of quality assessed. To see PFA/PoP evaluation documents, including the Year One &

Two evaluation reports, please visit <http://www.smcoe.k12.ca.us/apps/Pub.asp?Q=189>.

Innovations

The San Mateo County Office of Education maximizes a variety of state and local funding sources to support preschool efforts. The office was successful in obtaining Pre-Kindergarten Family Literacy Program funds, which resulted in a total of 226 spaces for preschool classrooms by leveraging funding streams and promoting preschool countywide, 122 of which were integrated into the PoP classrooms. In some instances, there are at least three funding streams braided together in a single classroom.

In addition, coordination among SMCOE's PoP, State Preschool and Pre-Kindergarten Family Literacy programs enables the county to both enhance existing classroom funding and also to expand the reach of new public funding, resulting in more preschool spaces countywide. This coordination also resulted in implementation of quality standards across the three programs and supported a much broader countywide vision of preschool services. For example, coordination among programs resulted in all classrooms receiving external environmental rating assessments, participating in Raising a Reader®, participating in a uniform data system, and having access to ongoing professional development opportunities.

Local Funding

To fully support the PoP program, significant contributions are made by the local First 5 county commissions and partners. This funding, along with the First 5 California contribution, enhances state, federal and/or private funds to fully finance local county PoP programs.

At the end of fiscal year 2006-07, First 5 San Mateo County reported cumulative expenditures of:

- \$4.6 million from the First 5 San Mateo County Commission
- \$1.9 million from Head Start
- \$2.8 million from State Title 5 programs
- \$378,430 from Child and Adult Care Food Program
- \$1.2 million from County of San Mateo Human Services Agency
- \$47,749 from David and Lucile Packard Foundation

These expenditures cover the first two years of program operations. This funding does not include any in-kind contributions from either First 5 San Mateo County or its partners.



FIRST 5 Santa Clara County – PoP Program Profile

County Background

In October 2005, FIRST 5 Santa Clara County received the Power of Preschool (PoP) demonstration award from First 5 California to provide high-quality early childhood education service to children living in the San Jose Unified School District. FIRST 5 Santa Clara County contracts with E3 Institute, WestEd to serve as the intermediary agent administering the PoP program.

In September 2006, FIRST 5 Santa Clara County expanded the Demonstration Site Program with the locally funded PoP Program and began serving children through PoP sites located in five school districts with the lowest Academic Performance Index (API) scores in the county and which report the highest risk-factor data. These districts are San Jose Unified, Alum Rock Unified, Franklin-McKinley, Gilroy Unified, and Mountain View Whisman. The project will operate over a five-year period.

Children Served

As of March 2008, 665 four-year olds received services in Santa Clara County. Thirty-seven were children with special needs. Santa Clara County operated 34 sessions for 3-3.5 hours per day. Of these sessions, 22 were in the morning and 12 in the afternoon. All sessions operated on an academic year. Santa Clara County held sessions in existing early childhood facilities and unused K-12 buildings.

Providers reported incorporating their philosophy by using Developmentally Appropriate Practices and self-designed curricula. A total of 29 teachers participated; 31 percent of whom were at quality level, 48 percent at advancing level, and 21 percent at entry level. A total of 29 assistant teachers participated; 62 percent of whom were at quality level, 24 percent at advancing level, and 14 percent at entry level. All teaching staff participated in the county's CARES program, which supports professional growth and educational attainment.

Partners

Santa Clara County formed partnerships to provide early screening and assessment, home visitations, therapeutic services, and family support for children and families. The implementation of this demonstration project

represents an unprecedented collaboration among San Jose Unified School District, FIRST 5 Santa Clara County, Santa Clara County Office of Education, E3 Institute, Inclusion Collaborative member organizations, community and state college partners, and County Social Services Department of Family and Child Services.

As a part of the continuing enhancement effort in PoP to provide culturally, linguistically, and developmentally appropriate programs, activities, and curriculum, E3 Institute and FIRST 5 Santa Clara County formed partnerships with Arts Council Silicon Valley and other community arts organizations. These partnerships place teaching artists in PoP sessions to provide hands-on, age-appropriate art experiences for young children.

Santa Clara County PoP engages a team of teaching scientists to enrich learning by bringing into the classroom activities that engage the children in discovery and exploration of the natural world. They work with early educators to enhance the curriculum and embed scientific inquiry and concepts into the daily experience.

E3 Institute also works closely with the Center for Child and Family Studies on the following California Department of Education projects to further enhance the PoP work:

- The English Learning for Preschoolers Project
- California Preschool Learning Foundations (2007)
- The Desired Results Training and Technical Assistance Project
- Program for Infant/Toddler Care (PITC)
- Beginning Together (to ensure that children with special needs are incorporated and appropriate inclusive practices are promoted in the training and technical assistance provided by CDE and PITC programs)

Local Evaluation

FIRST 5 Santa Clara County's PoP project includes a plan for a longitudinal study. The study's purpose is to provide repeated measurements of outcomes and experiences over a prescribed period of time which can lead to more clear and detailed inferences about the effects of FIRST 5 services and supports. The study will examine short-term and long-term changes in child development, behaviors and outcomes, as well as other influential factors such as: family social conditions, quality and dosage of received services and system referrals and recidivism. School year 2007-08 is a pilot year for the study. Thus far, FIRST 5 Santa Clara County has developed and piloted data collection instruments (e.g., dosage tool) and is currently building relationships with school districts and eligible participants (families and

providers/teachers) and working on building system capacity for: (a) data management and (b) sufficient sample size to launch the study in school year 2008-09.

Innovations

Through FIRST 5 Santa Clara County local funding support, PoP has added other early childhood education delivery systems including State Preschool, General Child Care, Head Start, nonprofit programs, small business, and family child care preschools. With support from FIRST 5 Santa Clara County, highest quality infant/toddler programs will begin in 2008.

Santa Clara County PoP leverages the workforce support and teacher qualifications data developed through the Santa Clara Comprehensive Approaches to Raising Educational Standards (CARES) program. Developed by E3 Institute in partnership with WestEd Interactive (WEI), the E3 Institute CARES database includes information on the educational qualifications of more than 4,895 early educators in Santa Clara County. Using this data, E3 Institute verifies PoP teachers' educational qualifications. This strategy is crucial, as E3 Institute has learned from more than seven years of CARES implementation that when teachers self-report their educational qualifications, the information can be unreliable.

E3 Institute and WEI also developed the PoP Core Database, which provides a web-based interface used by PoP preschools to submit child, teacher, program, and DRDP data. Using the PoP Core Database, E3 Institute is able to inform the enhancement of structural quality components within Santa Clara County PoP classrooms with quick turnaround of reports and data analysis. To support E3 Institute's innovative work in supporting braided funding in PoP sessions through individualized reimbursement rates, the database will soon include data identifying funding sources and dollar amounts per PoP session.

E3 Institute built a Quality Enhancement Support Team (QuEST) of early education experts to provide individualized coaching to PoP administrators and teachers based on self-assessments and expert external assessments of PoP sessions. Through the work of QuEST, Santa Clara County PoP has improved the early education environments of 460 children during the first year through individualized coaching.

E3 Institute is developing the PoP QuEST Tracker Tool to implement, monitor, and evaluate the effectiveness of the PoP quality enhancement plans. This affords a plan that is a living document throughout the preschool year. This technology system, which has been tested and researched for four years in K-12 settings, is a proven tool for supporting collaborative work

among educators, administrators, and quality enhancement consultants. The primary functions of the tool include: 1) budget, 2) plan tracking, 3) reporting, and 4) evaluation. Teachers, administrators, and QuEST consultants will access and update quality enhancement areas in real time with this tool, and E3 Institute will analyze the data to inform both the process quality enhancement work in PoP sessions and policy direction in a variety of levels.

Local Funding

For full support, the Santa Clara County PoP program requires significant contributions by the FIRST 5 Santa Clara County Commission and partners. This funding along with the First 5 California contribution enhances federal, state, and private funds to finance local/county PoP programs.

During fiscal year 2006-07, FIRST 5 Santa Clara County reported a cumulative total of \$6.3 million in local funds invested between November 1, 2005 and June 30, 2007. This funding does not include any in-kind contributions from either FIRST 5 Santa Clara County or its partner.



First 5 Ventura County – PoP Program Profile

Background

In 2006, First 5 Ventura County began implementing its detailed plan to provide Preschool for All (PfA) to children, providing high-quality, voluntary, free preschool for four-year old children living in the Hueneme Elementary School District. PfA programs meet PfA high-quality standards, including providing accessible and high-quality facilities and staffing by teachers with bachelor degrees and assistant teachers with associate degrees. PfA targets diverse populations, including children with disabilities/special needs and English Language Learners.

A priority for the PfA pilot program is to upgrade existing facilities and programs by building on existing early childhood programs and to create new preschool spaces to ensure a diverse preschool provider system is developed. Ventura County Office of Education (VCOE) serves as the intermediary agent administering the program.

Children Served

As of March 2008, the program served 165 three-and four-year olds in Port Hueneme. These included 126 children who were English Language Learners, and seven children with special needs. First 5 Ventura County operated nine sessions for 3-3.5 hours per day. Six of these sessions were in the morning, two in the afternoon and one in the evening. All sessions operated on an academic year. Ventura County held some sessions in existing early childhood programs, family child care homes and unused K-12 buildings.

Providers reported using Creative Curriculum, Growing Readers Early Literacy Curriculum and Reggio Emilia practices. A total of seven teachers participated, six of whom were at quality level and one at advancing level. A total of 11 assistant teachers participated, all of whom were at the quality level.

Partners

First 5 Ventura County partners with the Hueneme School District, family child care providers & private preschools, Ventura County Office of Education, Child Development Incorporated who operates State-funded preschool

programs, and Child Development Resources, the county's Head Start provider.

In October 2007, First 5 Ventura County and the Ventura County Office of Education co-hosted a summit titled "Expanding Preschool in Ventura County" in an effort to bring together stakeholders and to attract new supporters. Eighty-one participants, including seven superintendents attended the event. Dr. Abigail Thorman, a nationally renowned universal preschool expert, led the group to develop a common vision for preschool expansion efforts, to work together under a common umbrella, and to begin developing a work plan. The group committed to ongoing support of preschool expansion efforts in Ventura County and formed the Preschool Coalition.

Innovations

First 5 Ventura County has successfully engaged family child care home providers in implementing PfA by offering high-quality preschool for a portion of their day. Ventura County reimburses family child care home spaces using a model that deploys a Neighborhood Education Specialist NES (PoP Quality level) to family child care home(s) to provide the PoP instruction and to build the capacity of the family child care provider. The participating providers receive a flat-fee participation stipend of \$2,500 per year. Once providers meet entry-level PoP participation requirements, they may elect to participate in an alternative model, which provides the following levels of reimbursement. For a space filled with a child receiving a subsidy, a provider receives \$1,510.08 at entry level, \$1,795.56 at advancing level, or \$2,368.08 at quality PfA level. For non-subsidized spaces, a provider receives \$3,432 at entry level, \$3,717.48 at advancing level, and \$4,290 at quality PfA level.

The Comprehensive Training and Technical Assistance model, funded through the U. S. Department of Health and Human Services Early Learning Opportunity Act grant, has allowed for monthly Skill Builders, 1:1 coaching at the site level, and follow-up on quality improvement plans.

With support from the David and Lucile Packard Foundation, First 5 Ventura County brought together faculty from the three local community colleges and area universities to align child development curriculum as recommended by a statewide coalition of child development community college representatives. Faculty reviewed and designed core child development course content, activities and assessments to be implemented consistently across colleges and universities. This consistent program of study supports articulation between community colleges and from community colleges to four year universities, streamlining the transfer of coursework from one institution to another.

Local Funding

For full support, the PoP program requires significant contributions from the local First 5 county commissions and partners. This funding along with the First 5 California contribution enhances state, federal and/or private funds to fully finance local county PoP programs.

At the end of fiscal year 2006-07, First 5 Ventura County reported a cumulative expenditure of:

- \$108,071 from First 5 Ventura County Commission
- \$246,240 from State Title 5 Programs
- \$7,000 from Child and Adult Care Food Program
- \$449,171 from Early Learning Opportunities Act Grant, U.S. Department of Health and Human Services
- \$36,274 from David and Lucile Packard Foundation

These expenditures cover the first two years of program operations. This funding does not include any in-kind contributions from either First 5 Ventura County or its partners.



First 5 Yolo – PoP Program Profile

County Background

Universal Preschool for West Sacramento (UP4WS), operated by the Child Care Services Resource and Referral Agency, is a partnership among the City of West Sacramento, Washington Unified School District, First 5 Yolo, and First 5 California. Establishing high-quality curriculum standards, elevating preschool teachers' pay to professional wage levels and enticing new educators into the classroom are essential components of the UP4WS plan. UP4WS offers a 3.5 hour-per-day free program to four-year old children in the City of West Sacramento, which includes Washington Unified School District. Participation is voluntary, with families selecting the qualified provider of their choice. Providers include State Preschool, Head Start, private centers and private family child care providers. UP4WS serves as the intermediary agency administering the PoP program.

Children Served

As of March 2008, the program served more than 250 four-year olds in the City of West Sacramento, the designated PoP service area. Of these children, 96 were English Language Learners and 6 were children with special needs. UP4WS operated 18 sessions, 15 of which were 3.5 hours per day and the remaining three were 4 hours per day. Eleven sessions were in the morning and seven in the afternoon. Of the total number of sessions, 17 operated on an academic year and one operated year-round. UP4WS used facilities funded by developer fees and a local bond measure, and some sessions were held in unused K-12 buildings and private facilities.

Head Start providers used Creative Curriculum, and other providers reported using Core Knowledge Preschool Curriculum, Mother Goose Time, and Developmentally Learning Materials (DLM) Early Childhood Express. A total of 12 teachers participated, two-thirds of whom were at quality level and one-third at advancing level. A total of 12 assistant teachers participated, 42 percent of whom were at quality level and 58 percent at advancing level. No teachers or assistant teachers were at entry level. Five teaching staff participated in the county's CARES program, which supports professional growth and educational attainment.

Partners

First 5 Yolo partners with the City of West Sacramento, Washington Unified School District, family child care providers and private preschool centers, Yolo County Office of Education, Child Care Services Resource & Referral Agency, the Yolo County Local Child Care Planning Council, and the Yolo County Children's Alliance.

In addition, the Los Rios Community College District provides Early Childhood Education and General Education classes at times that work best for the teachers. They also host the bachelor's degree cohort classes at the West Sacramento site. California State University, Sacramento also offers a bachelor's degree cohort group in West Sacramento.

Local Evaluation

In addition to the DRDP-R data collected, PoP intake forms gather information on children's health insurance status, which is an indicator that First 5 Yolo tracks for children across all of its funded programs. Additionally, the UP4WS database system, Persimmony, tracks UP4WS children who participate in multiple programs (Health Access, School Readiness, etc.).

Innovations

Yolo County's PoP program has been extremely successful in recruiting private family child care home providers to join in offering high-quality preschool for a portion of their day. This enables families to continue to have the flexibility that full-day care provides and to have the preschool portion nested within their child care. UP4WS also successfully leverages approximately \$300,000 per year from the City of West Sacramento to spend on preschool facilities improvements. These funds have gone to public and private preschool providers to improve their sites and to increase environmental rating scores, thereby increasing quality and capacity. Finally, through work with Washington Unified School District, UP4WS preschool teachers working for State Preschool received pay parity to those kindergarten teachers working for the District. This was a huge success for bringing equitable pay to preschool teachers within the district.

Local Funding

For full support, UP4WS requires significant contributions from local First 5 county commissions and partners. This funding, along with the First 5 California contribution, enhances state, federal and/or private funds to fully finance local county PoP programs.

At the end of fiscal year 2006-07, First 5 Yolo reported cumulative revenues of:

- \$277,850 from First 5 California
- \$200,000 from First 5 Yolo
- \$200,000 from City of West Sacramento
- \$69,427 from developer fees - City of West Sacramento
- \$33,333 from Wells Fargo Bank
- \$42,000 from Buck Foundation
- \$18,000 from Rumsey Community Fund
- \$7,713 from Provider Match (40% of facilities funds returned to UP4WS)
- \$21,555 from other fundraising activities

These revenues cover the first two years of program operations. Additionally, in-kind contributions from partners add to the program's financial stability:

- \$70,000 from Washington Unified School District
- \$40,000 from Head Start
- \$262,500 from State Title 5 Programs
- \$186,321 from Child Care Services Resource & Referral Agency



County and State PoP Lessons Learned

County and State PoP Lessons Learned

The Power of Preschool (PoP) programs are by design demonstration programs. Consequently, each county developed its program model based upon the required quality criteria, but defined their own methods and strategies of implementation. These programs are evolving based on experiences, challenges encountered and successes achieved. Through this process, both First 5 California and the nine county partners are learning significant lessons during both the planning and implementation stages. The lessons learned will be important considerations for policy development and preschool program implementation on a statewide basis.

County Lessons Learned

At this midway point of PoP program implementation eight counties shared their lessons learned, which are listed below:

- **First 5 LA**
 - ❖ Improving qualifications of the preschool workforce will not necessarily result in increased compensation.
 - ❖ Facility development process takes much longer than originally anticipated. Common delays involve contracting and due diligence, receiving/approving architectural proposals, construction delays, etc.
- **First 5 Commission of San Diego County**
 - ❖ External reviews of preschool sites are more time consuming and more difficult to manage than originally thought.
 - ❖ Recruiting well qualified, bilingual reviewers has been challenging.
 - ❖ Family child care home involvement has been very easy. Family child care home providers are savvy and adapt to change quickly. Use of FCC home providers may be slightly more expensive to embrace.
- **First 5 San Francisco**
 - ❖ Outreach to providers is very important and ongoing communications with stakeholders essential.
 - ❖ Participating sites must be involved and informed to help shape program policies.
 - ❖ Paperwork burden, perceived or real, impacts perspectives of potential and participating sites.
 - ❖ Process evaluation is critical to track the progress of implementation during startup.

- ❖ Investments in infrastructure for the system are important, but balance is critical.
- **First 5 San Joaquin**
 - ❖ The reimbursement method needs to allow for consistent reimbursement and budgetary flexibility for preschool service delivery.
 - ❖ Reimbursement needs to be made timely to providers/sites.
 - ❖ The option of local providers submitting one preschool budget for all spaces (regardless of site or quality level) allows more budgetary flexibility for preschool delivery, provides a separation of fiscal review and quality issues, and reduces paperwork and staff time reporting.
 - ❖ A policy pertaining to the use of long-term substitutes must be developed that maintains the classroom quality level over a long period of time.
- **First 5 San Mateo County**
 - ❖ In order to promote a higher BA completion rate among teachers, and a workforce that has the expertise to create optimal, nurturing learning environments for young children, a more coordinated approach is needed. This approach would involve a partnership between institutions of higher education, funders, early childhood programs and other professional development and mentoring services that research shows have an impact on teacher skills.
 - ❖ Early childhood mental health consultation services have helped some classrooms to better meet the needs of children with special needs, especially those with behavioral concerns, but the need still far outpaces available resources. Moreover, the majority of programs said there is a need for enhanced collaboration between PFA and school district special education staff. Training is needed, specifically on the Ages and Stages Questionnaire.
 - ❖ Resources are not sufficient at the local level to develop and implement evaluations that are truly capable of measuring impact in all the major areas addressed by PoP.
- **FIRST 5 Santa Clara County**
 - ❖ Successfully bringing together organizations across diverse sectors (state- and federally-funded, local non-profit, small business, family child care home) demands thoughtful investments of time, funding, facilitation and other support resources.
 - ❖ Individualized support for quality enhancement at the organizational, site, and teacher level is essential. A Quality Enhancement Support Team (QuEST) that Santa Clara County

established is composed of experts in various domains of early education. These experts work in partnership with preschool administrators and teachers to develop a Quality Enhancement Plan (QEP) for each PoP session, based on teacher and administrator self assessments and observations by the QuEST member.

- **First 5 Ventura County**
 - ❖ The business community was under-represented in the PfA planning process.
 - ❖ A sustained public funding source needs to be obtained. In lieu of that, counties need to carefully determine degree of ramp-up when funding is temporary.
- **First 5 Yolo**
 - ❖ The importance of planning prior to program implementation is critical to successful implementation.
 - ❖ Private funding for PoP has been difficult to obtain. Representatives of private sources convey that preschool should be government-funded as opposed to privately funded.

State Lessons Learned

In reflecting on the development and implementation of the PoP Demonstration Program, First 5 California has identified the following important lessons learned:

- **Program**
 - ❖ To ensure quality preschool environment ratings, there needs to be more trained external reviewers (Early Childhood Environment Rating Scale-Revised and Family Child Care Environment Rating Scale-Revised) across the state.
 - ❖ Evaluation design must be well-developed and incorporated into the Request for Application with the intent of immediate implementation once the application is approved. Evaluation questions should be clear, concise, realistic, and measurable.
 - ❖ Institutions of higher education need to be a primary partner in building the foundation for workforce development.
- **Funding**
 - ❖ A sustainable funding source needs to be secured.
 - ❖ First 5 California reimbursement rates are less than ideal. Rates need to be realistic to encourage local county and site participation.
 - ❖ Invoice methodology should be based on the teacher quality level for a classroom of children rather than a per space

reimbursement to be consistent with the reimbursement structure.

- **State Administration**

- ❖ Program database is needed to collect and compile county and state information.
- ❖ Effective communication channels between state and county programs need to be established to ensure program effectiveness.
- ❖ More resources at the state level need to be identified to provide meaningful technical assistance to county commissions.



Conclusions and Next Steps

Conclusions and Next Steps

Significant Lessons Learned

In preparing this report, we discovered that counties experienced and identified significant lessons learned that cover a spectrum of challenges and successes. The lessons' breadth and scope lend themselves to both program improvement and policy considerations when presenting recommendations to the legislature and policymakers.

Conclusions

1. Dedicated County Staff

There is a very strong commitment on the part of the county PoP staff to implement high-quality programs in their counties. County PoP staff face many challenges at the local level, both in the planning and implementation stages. County staff work diligently through these challenges to provide quality services to preschool children and their families. The nine First 5 county commissions should be applauded for their willingness to make PoP a priority program within their counties.

2. High Teacher Quality

A majority of the PoP teaching staff are at the advanced or quality education levels. Previously, program developers assumed that the majority would start at the entry level and that it would take the full five years for teachers to reach the higher degree requirements.

3. Reimbursement Linked to Teacher Quality

The link between teacher qualifications and the reimbursement structure is important. However, we still need to study how to maximize this connection. It appears that a pattern is emerging that bases reimbursement rates by classroom depending on the teacher education level rather than by individual spaces filled by children.

4. Partnerships

Recruiting and retaining partners is essential to program success. The counties reported the use of numerous partners assisting them in program delivery. Partnerships vary from local businesses to institutions of higher education to local social service agencies; each is important to the success of meeting children and family needs.

5. Collaboration with Institutions of Higher Education

The counties actively engaged with local colleges and universities show multiple strategies that strengthen the workforce within their counties. The flexibility of institutions of higher education working with

the PoP programs to increase and develop classes for professional development clearly assists PoP teaching staff to achieve higher degrees related to the field of early childhood education.

6. Serving Children in Highest Need Areas

By design, the PoP Demonstration Program required services to begin in areas of high need, as defined by low performing schools with Academic Performance Index scores of one through five. This requirement has been validated by a key finding in the recently released RAND study, *Prepared to Learn: The Nature and Quality of Early Care and Education of Preschool-Age Children in California*. The study finds that children who could benefit most from preschool are least likely to participate. RAND identifies these children, who fall into the following groups: 1) Latinos and African Americans; 2) those with low parental education; 3) English Language Learners; and 4) those from economically disadvantaged families (as defined by the California Department of Education). Specifically, the RAND finding indicates that “Participation in ECE is not uniform, with lower rates for children in disadvantaged socioeconomic groups.”¹⁰ This finding reflects the importance of PoP in continuing to give priority service to children in the highest need areas.

Next Steps

During the remainder of the program, several next steps need attention:

1. Define program recommendations for statewide policy development.
2. Further study of the reimbursement structure process to determine which method to use in reimbursing local programs.
3. Capitalize on the child outcome data of PoP counties’ evaluation efforts.
4. Explore how to use these nine demonstration programs as models to replicate throughout the state.
5. Investigate strategies to secure partnerships that effectively support and enhance preschool program quality. This investigation should also consider how to more effectively engage parents in understanding the importance of preschool and maximizing family participation.

¹⁰ Ibid. 1, 147

6. Continue building uniform messages among all provider types and stakeholders in the field of early education.
7. Seek a sustainable statewide funding source.



Appendices

APPENDIX A
Power of Preschool Demonstration Program
Systemwide Service Area
Fiscal Years 2005-06 – 2007-08

<p>First 5 LA</p> <ul style="list-style-type: none"> • FY 2005-06 – FY 2006-07: Eleven zip codes in Los Angeles County • FY 2007-08: Sixty-one zip codes in Los Angeles County
<p>First 5 Merced County</p> <p>Merced City, Livingston Union, Delhi Unified, Winton Elementary, Planada Elementary and El Nido Elementary School Districts</p>
<p>First 5 Commission of San Diego County</p> <ul style="list-style-type: none"> • FY 2005-06 – FY2006-07: National City • FY 2007-08: 6 communities: National City, Escondido, Valley Center/Pauma, San Ysidro, South Bay and Lemon Grove
<p>First 5 San Francisco</p> <p>City and County of San Francisco</p>
<p>First 5 San Joaquin</p> <p>Lincoln and Manteca Unified School Districts</p>
<p>First 5 San Mateo County</p> <p>Redwood City and Ravenswood City School Districts</p>
<p>FIRST 5 Santa Clara County</p> <ul style="list-style-type: none"> • FY 2005-06 – FY2006-07: San Jose Unified School District • FY 2007-08: San Jose Unified, Alum Rock Union, Franklin-McKinley, Gilroy Unified and Mountain View Whisman School Districts
<p>First 5 Ventura County</p> <p>Hueneme Elementary School District</p>
<p>First 5 Yolo</p> <p>City of West Sacramento Washington Unified School District</p>

APPENDIX B
Quality Reimbursement Reference Chart

First 5 California	First 5 Quality Criteria *	New Preschool Space (Annual Per Child Reimbursement Rate)	Improved Preschool Space (Annual Per Child Reimbursement Rate)
Entry Level to First 5 Quality Criteria (Title 5 Requirements)	<p>Master Teacher: 24 units of college-level work in early childhood education (ECE), including designated core courses and 16 general education units</p> <p>Assistant Teacher: 6 units of college-level work in ECE</p>	\$800	\$250
Advancing Level to First 5 Quality Criteria	<p>Master Teacher: 60 units of college-level work (or AA) with 24 units of college-level work in ECE, including designated core courses and 16 general education units</p> <p>Assistant Teacher: 12 units of college level work in ECE (recommend 30 units of college-level work)</p>	\$1,000	\$300
First 5 Level of Quality Criteria	<p>Master Teacher: BA plus 24 ECE units (including core), or ECE or Multiple Subject teaching credential, or Child Development Permit Matrix Program Director</p> <p>Assistant Teacher: Associate's degree (or equivalent coursework in BA program) with appropriate ECE credits (recommend 24 units)</p>	\$1,200	\$350

At all quality levels, preschool spaces must meet First 5 Quality Criteria including Environment Rating Scale requirements:

- The entry-level score is '4' out of "7", which is obtained by averaging 43 ECERS-R indicators and 40 FCCERS-R indicators.
- Within a period of 24 months, providers must receive an overall score of '5' out of '7' which is obtained by averaging the indicators.
- At entry-level and throughout their participation, providers must receive, at a minimum, an average of '3' on each of the sub-scales for the applicable environmental rating scale.

APPENDIX C
Power of Preschool (PoP) Demonstration Program
County Contact Information

First 5 LA

Evelyn Martinez, Executive Director emartinez@first5la.org
Yolanda Bosch, Program Coordinator ybosch@first5la.org
Amy Williams Banfield, Program Officer abanfield@first5la.org
Katie Fallin, Research Analyst kfallin@first5LA.org
Patricia Lozano plozano@first5LA.org

750 N. Alameda St., Suite 300, Los Angeles, CA 90012
213-482-5902 Fax 213-482-5903

Los Angeles Universal Preschool (LAUP) – Intermediary

Susan Rivera, Project Analyst, LAUP
srivera@laup.net

750 N. Alameda St., Ste. 200, Los Angeles, CA 90012
213-416-1215

First 5 Merced County

Brian Mimura, Executive Director Bmimura@co.merced.ca.us
Barbara Mumby, PoP Program Specialist bmumby@co.merced.ca.us

3327 M Street, Suite C, Merced, CA 95348
209-385-7337 Fax 209-385-7333

First 5 Commission of San Diego County

Laura Spiegel, Executive Director laura.spiegel@sdcounty.ca.gov
Steven Smith, Program Coordinator steven.smith@sdcounty.ca.gov
Grace Young grace.young@sdcounty.ca.gov

San Diego County Office of Education – Intermediary

Lois Pastore, Executive Director lpastore@sdcoe.net
Claire Norwood, Coordinator cnorwood@sdcoe.net
Nancy Baum, Data Program Specialist nbaum@sdcoe.net

1495 Pacific Highway, Suite 202, San Diego, CA 92101
619-230-6460 Fax 619-230-6466

First 5 San Francisco

Laurel Kloomok, Executive Director laurel@first5sf.org
Gloria Corral, Program Coordinator gloria@first5sf.org
We-min Wang, PFA Program Coordinator wwang@first5sf.org

1390 Market Street, Suite 318, San Francisco, CA 94102
415-934-4854 Fax 415-565-0494

First 5 San Joaquin

Lani Schiff-Ross, Executive Director lschiff-ross@sjgov.org
Billi Jo Zopfi, Contract Analyst bzopfi@sjgov.org

11 S. San Joaquin Street, Suite 301, Stockton, CA 95202
209-468-0250 (Lani Schiff-Ross)
209-953-7695 (Billi Jo Zopfi)
Fax 209-468-8917

First 5 San Mateo County

Debby Armstrong, Executive Director darmstrong@co.sanmateo.ca.us
Saeed Mirfattah, Interim Program Coordinator smirfattah@co.sanmateo.ca.us
Lynette C. Magana, MS, Program Specialist lmagana@co.sanmateo.ca.us

1700 S. El Camino Real, Suite 405, San Mateo, CA 94402
650-372-9500, ext. 225 Fax 650-372-9588

San Mateo County Office of Education – Intermediary

Jeanie McLoughlin jmcloughlin@smcoe.k12.ca.us
650-802-5623

Diana Harlick, Evaluation Analyst dianaharlick@yahoo.com
650-430-7545

FIRST 5 Santa Clara County

Jolene Smith, Executive Director jolene@first5kids.org

E3 Institute, WestEd – Intermediary

Yolanda Garcia, Director E3 Institute ygarcia@wested.org

Sandy Baba sbaba@wested.org

Natalie Seer nseer@wested.org

Ilene Hertz ihertz@wested.org

1550 The Alameda Suite 100, San Jose, CA 95126

Tel. 408-299-1701 Fax 409-299-1717

First 5 Ventura County

Claudia Harrison, Executive Director charrison@first5ventura.org

Petra Puls, Program Coordinator ppuls@first5ventura.org

805-648-9989, ext. 227

2580 E. Main St. Suite 203, Ventura, CA 93003

805-648-9990 Fax 805-648-9868

Ventura County Office of Education – Intermediary

Carrie Murphy, Coordinator II cmurphy@vcoe.org

Michell Henry, Operations Specialist mhenry@vcoe.org

5189 Verdugo Way

Camarillo, CA 93010

805-437-1510

First 5 Yolo

Julie Gallelo, Executive Director jgallelo@first5yolo.org

403 Court St., Woodland, CA 95695

530-669-2476 Fax 530-669-2477

Universal Preschool for West Sacramento (UP4WS) – Intermediary

Robbie Townsley, Interim Program Coordinator

universalpreschool@cityofwestsacramento.org

1110 West Capitol Ave.

West Sacramento, CA 95691

916-617-4531

APPENDIX D
Power of Preschool (PoP) Demonstration Program
First 5 California
Matching Fund and Disbursement Programs

Comprehensive Approaches to Raising Educational Standards (CARES)

In partnership with 44 First 5 county commissions, the objective of the Comprehensive Approaches to Raising Educational Standards (CARES) Program is to ensure quality child care and early learning programs for families and children age 0 to 5 by increasing the education, professional development and retention of the early learning workforce. CARES provides incentives and supports to increase the education level of child care providers, teaching staff and directors targeting participation in priority zones, e.g., School Readiness communities and areas with a low supply of licensed care.

Additionally, a component of CARES, the Child Development Permit and CARES Training and Technical Assistance (T and TA) Project, provides support for the professional development of the early learning workforce by paying fees for permit application and the fingerprint processing in order to facilitate and maintain a Child Development Permit issued by the California Commission on Teacher Credentialing. The project is designed to provide training and technical assistance to support programs related to early learning workforce, including county First 5 staff, CARES program administrators, college faculty and staff and CARES participants and to work on issues around higher education.

Health Access for All

The objective of the Health Access Program is to ensure that all children in California are insured and have access to quality medical, dental and vision care. The program goal is to provide coverage to the state's youngest uninsured children, regardless of their immigration status.

First 5 California's Health Access program funds county Healthy Kids programs. The Healthy Kids program provides low or no cost health, dental and vision insurance coverage. Eligible children live in families with incomes at or below 300 percent of the federal poverty level (FPL) and who are

ineligible for Medi-Cal or Healthy Families (Medi-Cal and Healthy Families only offer health coverage to children in families earning up to 133 percent and 250 percent of the FPL, respectively.) Approximately 75 percent of eligible children in California reside in the 23 counties that currently participate in Health Access. The program provides free or subsidized comprehensive health coverage to more than 17,000 children age 0 to 5 that would otherwise be uninsured.

Twenty-three First 5 county commissions participate in the Health Access program.

Power of Preschool (PoP)

The objective of the Power of Preschool (PoP) Program is to provide a voluntary, high-quality, free, part-day preschool program that assists children in becoming socially and physically competent, effective learners, and ready to transition into kindergarten and the elementary school grades. The PoP program focuses on developing preschool in underserved and high-priority communities for children with diverse languages, cultures and special needs.

PoP's design builds on and integrates existing public and private preschool providers. Services include:

- Universal, voluntary and free access to high-quality preschools for three and four year-olds
- Periodic health and developmental screenings, assessments and follow-ups
- A preschool curriculum aligned with the California Department of Education's Developmental Standards that addresses the child's language and cultural diversity and provides an inclusive environment for children with disabilities and other special needs
- Transition support for children entering preschool and preschoolers entering kindergarten
- Nutritious meals and snacks
- Family partnerships and support services

Nine First 5 county commissions and their local partners participate in the PoP Program.

Regional Technical Assistance

The Regional Technical Assistance (TA) Program is multipurpose and is

intended to:

- Improve the effectiveness of the First 5 California technical assistance
- Address Regional TA needs as identified by a regional needs assessment
- Support First 5 California programs and priorities

Each program is to address local technical assistance needs by allocating funds to First 5 County Commissions on a regional basis for the purpose of tailoring technical assistance, such as trainings, workshops or site visits, to meet local needs. As a condition of application for funding, each region is required to conduct a local needs assessment to identify Regional TA needs, and to develop a Regional TA plan to meet those needs.

Six First 5 Association regions, representing geographic clusters of First 5 county commissions, are eligible to receive Regional TA Program Funds.

School Readiness (SR)

The objective of the School Readiness (SR) Program is to improve the abilities of children, families, schools and communities to prepare children to enter school ready to learn. The primary function of SR is to coordinate the effective delivery of quality services and supports to California's youngest children and their families. SR targets children 0 to 5 years old and their families, focusing on children in schools with an Academic Performance Index (API) score in the lowest 30 percent, including children with diverse languages and cultures.

Fifty-seven county commissions and their local partners participate in the SR Program.

Special Needs Program (SNP)

The objective of the Special Needs Program (SNP) is to improve the school readiness of children with disabilities and other special needs by improving early identification of special needs children, and by demonstrating and disseminating effective practices for programs and systems serving these children and their families.

The Special Needs Program has four emphasis areas including:

- Early developmental screening for children age 0 to 5
- Inclusion of children with disabilities and other special needs into community programs and settings
- Increasing access to diagnosis, referrals and ongoing services

- Identification of effective practices for program improvements

The goal is 500 screenings annually per site. Demonstration site staff have built and maintained community partnerships with a variety of agencies to ensure that children most in need receive high quality screenings. The SNP is integrated into First 5 School Readiness programs in areas with low-performing schools. Counties use outreach strategies and develop community partnerships to ensure that all children age 0 to 5 have universal access to screenings.

Ten First 5 county commissions, including El Dorado, Los Angeles, Mendocino, Merced, Monterey, Orange, Riverside, San Diego, San Francisco and Sonoma and their local partners, participate in the SNP.

APPENDIX E

Power of Preschool (PoP) Demonstration Program Other Federal and State Child Development Programs

Federal Programs

Head Start

Head Start is a national program administered by the Office of Head Start within the Administration on Children, Youth and Families, Administration for Children and Families (ACF), United States Department of Health and Human Services (DHHS). Head Start programs provide comprehensive developmental services for low-income children from birth to entry into elementary school.

Head Start is currently funded to serve more than 909,000 low-income children and families nationwide. The program is child-centered, family-focused, comprehensive, and community-based. Head Start services are designed to address developmental goals for children, employment and self-sufficiency goals for adults, and support for parents in their work and child-caring roles.

Title I Preschool

Title I, Part A funds may be used for eligible preschool children, i.e., those most at risk of failing to meet the state's academic content standards. The No Child Left Behind Act (NCLB) of 2001 encourages the use of Title I Part A funds for preschool programs.

State Programs

Alternative Payment Program

Alternative payment programs (APPs), funded with state and federal funds, offer an array of child care arrangements for parents, such as in-home care, family child care, and center-based care. The APP helps families arrange child care services and makes payment for those services directly to the child care provider selected by the family. The APP is intended to increase parental choice and accommodate the individual needs of the family.

General Child Care and Development

General child care and development programs are state and federally funded programs that use centers and family child care home networks operated or administered by either public or private agencies and local educational agencies' needs. These programs provide an educational component that is developmentally, culturally, and linguistically appropriate for the children served. The programs also provide meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees.

Pre-Kindergarten and Family Literacy Program

The Pre-Kindergarten and Family Literacy Program (PKFL) programs, operating between 175 and 180 days, and designed to facilitate a child's transition to kindergarten, provide part-day age and developmentally appropriate activities the year before they are eligible to be enrolled in kindergarten. The programs provide a literacy component and encourage parents to work on interactive literacy activities both in the classroom and at home with their children. The programs also include a parenting education and staff development component. PKFL programs must be located in the attendance area of elementary schools in deciles 1 to 3, inclusive. Families must meet income eligibility criteria; however, after all income eligible children are served, 20% of children may be from families whose income exceeds the income eligibility limits.

State Preschool

State preschool programs are part-day comprehensive developmental programs for three-to five-year-old children from low-income families. The programs emphasize parent education and encourage parent involvement. In addition to preschool education activities that are developmentally, culturally, and linguistically appropriate for the children served, the state preschool programs provide meals or snacks to children, referrals to health and social services for families, and staff development opportunities to employees. These programs are administered through local educational agencies, colleges, community-action agencies, and private nonprofit agencies.

State Preschool Full-day Program

The Budget Act of 1997 allowed state preschool program contractors the opportunity to extend their half-day programs to full-day programs with certain restrictions. Some current state preschool providers chose this wrap-around of their existing half-day programs to provide families with the extended

services parents needed to maintain employment, meet work participation requirement, or to participate in education or job training. Agencies providing full-day services continue to operate in a half-day mode as a state preschool program, but must follow general child care rules and regulations for the remainder of the program day.

Title 22 Programs

Title 22 programs are ones governed by California Code of Regulations, Title 22, Division 12, Community Care Facilities License Regulations for Child Care Centers and Family Child Care Homes administered by the California Department of Social Services. Title 22 regulates the health and safety and facility requirements. It also establishes minimum educational requirements for aides and teachers in child care centers and providers for family child care homes. Title 22 regulations stipulate the various provisions child care centers and family child care homes must meet to obtain a valid license to operate. Generally, these programs are operated by private providers and do not receive government subsidy. The only exceptions are those providers participating in the Alternative Payment Program or PoP. They receive a reimbursement from the state via an Alternative Payment Program or PoP. All providers participating in the PoP program must meet the Title 22 licensing requirements at a minimum.

APPENDIX F

Power of Preschool (PoP) Demonstration Program Environment Rating Scales

Early Childhood Environment Rating Scales-Revised (ECERS-R) Family Child Care Environment Rating Scales-Revised (FCCERS-R)

The Early Childhood Environment Rating Scales-Revised (ECERS-R) and the Family Child Care Environment Rating Scale-Revised (FCCERS-R) are designed to assess process quality and group programs for preschool-kindergarten aged children, from 2 through 5 years of age. Process quality consists of the various interactions within in a classroom or family child care home between: the staff and children; the staff, parents, and other adults; among the children, and the interactions children have with the many materials and activities in the environment. Also included are those features, such as space, schedule and materials that support these interactions. Process quality is assessed primarily through observation and has been found to be more predictive of child outcomes than structural indicators such as staff to child ratio, group size, cost of care, and even type of care, for example child care center or family child care home.

ECERS-R is one of four environmental rating scales, each designed for a different segment of the early childhood field. The other scales include the Infant/Toddler Environment Rating Scale - Revised (ITERS-R), the Family Child Care Environment Rating Scale -Revised (FCCERS-R) and the School-Age Care Environment Rating Scale (SACERS). Each one of the scales evaluates the following items: Physical Environment; Basic Care; Curriculum; Interaction; Schedule and Program Structure; and Parent and Staff Education.

The scales define environment in a broad sense and guide the observer to assess the arrangement of space both indoors and outdoors, the materials and activities offered to the children, the supervision and interactions (including language) that occur in the classroom, and the schedule of the day, including routines and activities. The support offered to parents and staff is also included.

The rater uses a seven point rating scale with #1 being “inadequate” and #7 being “excellent.” Each rating point contains indicators to guide the rater in assessing the appropriate score.

Figure 1: PoP Evaluation Questions 06/07

LIST OF POP EVALUATION QUESTIONS

Outcome Evaluation

1. Are children who participate in First 5 Preschool Demonstration Project programs better prepared to be successful in Kindergarten and Early Elementary grades?
2. Are we closing the “achievement gap” experienced by the diverse populations of California’s youngest children, including those with disabilities and other special needs and English Language Learners (ELLs)?
3. Are more children receiving screening and assessments, provided appropriate services, and effectively included in First 5 Preschool Demonstration Project programs?
4. Are outreach and other efforts effectively including children already identified with disabilities and other special needs in First 5 PoP programs?
5. Do more preschool teachers and administrators have the expertise to include and effectively support children with disabilities and other special needs, and children who are ELLs?

Process Evaluation

1. Are quality criteria effectively implemented in First 5 Preschool Demonstration Project programs?
2. Which Preschool Demonstration Project strategies and services most effectively promote positive outcomes for children, particularly children from diverse cultural and linguistic backgrounds?
3. Which Preschool Demonstration Project strategies and services most effectively promote positive outcomes for children with disabilities and other special needs?
4. What are the most effective Preschool Demonstration Project outreach strategies for parents?
5. Are parents included in, and satisfied with, the PFA programs?

Vision Statement

All children in California enter school ready to achieve their greatest potential.



2389 Gateway Oaks Drive
Suite 260
Sacramento, CA 95833

