



# **Preschool for All: Step by Step**

## **A Planning Guide And Toolkit**

**Updated Draft  
January 2, 2004**



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**DRAFT**

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## Introduction

Building upon its School Readiness Initiative, the First 5 California Commission on Children and Families has adopted a Preschool for All Initiative. The Commission's approach is to help communities plan for preschool expansion on a short-term basis without major new statewide funds, while building a foundation that will help support the implementation of Preschool for All, should a new statewide funding source become available. The idea is to build from the ground up, while continuing to work toward the development of a statewide system. "We need to think big, think comprehensively, proceed incrementally, and plan now," as Jane Henderson, First 5 executive director, stated at the Preschool for All Summit in April 2003 (Preschool for All Statewide Summit Proceedings Report, 2003).

This planning guide is designed to help local First 5 commissions, school districts, early care and education providers, and families work together to phase in a system of Preschool for All. The major purposes of the guide are:

- To review options for phasing in access to preschool for all, with a special focus on local implementation,
- To provide guidance that is practical at the county, city and school district level, and
- To help localities be in a position to respond to the growing possibility of preschool as a statewide reality.

The planning guide contains the following sections or "tools":

1. **Overview of the status of the movement for voluntary, universal preschool** -- an update on the progress in California and other states, how a surprising number of local First 5 commissions and California school districts have made major public commitments to Preschool for All activities, what many others are doing to expand preschool services substantially albeit without yet having the explicit goal of universal access, a table of First 5 promising practices, and why the preschool movement is growing despite the dismal budgetary climate.
2. **Guidelines for the development of a quality preschool-for-all program** – areas where there is a research-based consensus on the staffing and other standards necessary to achieve the promise of preschool; First 5 California criteria for Preschool for All Demonstration Grants; extended day services to ensure that the program is accessible to children of working parents; and promising practices for serving children with special needs and children from culturally and linguistically diverse backgrounds.
3. **How to assess the supply and potential demand for preschool services** – resources for determining the supply and characteristics of the existing supply of early care and education (ECE) in the community, for analyzing current usage of ECE, and for estimating the potential demand for preschool were it universally available.

4. **How to estimate the cost of making quality preschool accessible to all** – instructions for how to estimate the per-child per-hour cost at the desired standard of service (e.g., with master teacher with a Bachelor’s degree in every class, parity with kindergarten salaries, etc.); the total cost for the target area to be served, including the cost for upgrading existing ECE programs to meet preschool standards and the cost of serving new children; and a scenario for phasing in Preschool for All in a sample county.
5. **How to finance Preschool for All** – exploring the various funding streams used to finance preschool in other states and in the California counties and school districts that are making the greatest progress in implementing or planning for the implementation of Preschool for All.
6. **Understanding children’s growth, family experiences, and program effectiveness** – methods for assessing the quality of preschool and other child development-related programs in California and other states, approaches to tracking children’s developmental progress and school readiness for purposes of improving instruction, and examples of evaluations of program effectiveness.
7. **Making the local case for Preschool for All** – how localities can publicize the short-term benefits of preschool, and localize the estimates of the long-term benefits of preschool; involving public schools; bringing diverse constituents to the table; use of polls; and marketing and public engagement.

The Preschool for All: Step by Step Planning Guide Toolkit is designed to be a work in progress. The Toolkit will be available on the First 5 California Children and Families website, [www.cafc.ca.gov](http://www.cafc.ca.gov). New and updated information will be included as it becomes available.

# **Section 1: The Status of Preschool for All: Defining the “Universe” of Universal**

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A movement to make publicly funded preschool services available to all three- and four-year-olds, on a voluntary basis, is developing in many states and localities. This section of the Toolkit will describe the goals and motivations behind the movement; the status of the movement both nationally and in California; and why, even in an unfavorable budget climate, it makes sense to begin to plan and invest in a system of universal access to preschool now.

## Preschool-for-All Goals

The primary motivation for making at least a part day of preschool accessible to all is to promote children's school readiness across all developmental domains. Based on a national study of 22,000 children entering kindergarten, more than one-third of children entering kindergarten do not recognize the letters of the alphabet, 42 percent cannot count to 20 out loud, and a significant minority are unable to play cooperatively with others or pay attention long enough to learn in classrooms (Zill & West, 2000; West, Denton, & Germino-Hausken, 2000). In particular, there is concern that many preschool children lack sufficient exposure to pre-literacy activities – listening to stories, playing with the sound of words, interacting with the meaning and the print while people read to them – and that there is a direct connection between pre-literacy experiences and the ease with which children learn to read later on (Snow, 1998). At the same time, there is recognition that social and emotional development is the foundation for all learning.

Meanwhile a growing body of research shows that:

- Children who do attend quality preschools have higher rates of school readiness, better language ability and math skills, and fewer behavior problems (Bowman et al. 2001; Peisner-Feinberg et al. 1999, Helburn et al. 1995).
- Four-year-olds participating in Georgia's Pre-K program improved significantly in pre-math, letter and word recognition, vocabulary and oral expression (Henry, 2003), and Pre-kindergarten classrooms staffed by teachers with Bachelor's degrees made the most progress in closing the achievement gap for disadvantaged children.
- Every \$1 spent on high quality early education saves \$7 in reduced future expenditures for special education, delinquency, crime control, welfare, and lost taxes – or an estimated \$48,000 in benefits per child from a half-day preschool program (Reynolds et al., 2002).

Research has traditionally focused on the benefits of quality preschool for children in poverty. And this evidence that preschool is particularly effective in narrowing, though not eliminating, the learning gap for children from low-income families continues to mount (Henry, 2003; Gormley & Phillips, 2003). But the notion that publicly funded preschool should be *targeted* or *limited* to poor children is changing:

- First, in cities with populations of more than 250,000, two-thirds of the children have at least one of the risk factors associated with not being ready for school: living in poverty, or in single parent households, or with a mother with less than a high school education, or in a household where English is not the primary language (West, Denton, & Germino-

Hausken, 2000; Zill & West, 2000). This demographic reality brings into question whether it is worth the time, money or inevitable stereotyping associated with labeling and means-testing to deny preschool services to the rest of the children;

- Second, there is a concern that the children least likely to experience the benefits of quality preschool – including the identification of learning problems likely to promote problems in school – are neither those from affluent families who have long placed their children in preschool, regardless of the mother’s work status, nor those from the lowest-income families, who are more apt to qualify for publicly funded programs, but rather the large group of families in between who do not qualify for subsidized services but cannot afford the full cost of quality programs;
- Third, problems such as grade retention and high dropout rates are more common among the middle class than often assumed (Barnett & Hustedt, 2003). As a result, based on the fact that 9% of children in families with incomes in the top 20% income bracket are held back in school, compared with 18% in the lowest 20%, and that preschool helps prevent grade retention, the National Institute for Early Education Research (2003) estimates the savings associated with providing preschool to *all* children to be \$25,000 per child, or roughly half of the benefit estimated for children from low-income families alone.

Another important motivation for Preschool for All is to lead the way toward an integrated early care and education system with a well-qualified, stable workforce across a range of school, center, and family child care-based settings. With a growing number of children birth to five from all income groups in some type of out-of-home arrangement while their parents work, there are concerns about the quality of care that most children experience.

According to a new Smart Start study, the influence of child care quality is equal for children from poor and non-poor families, indicating that all children who are in out-of-home arrangements benefit from high quality early care and education (Bryant et al, 2003). Yet, while families frequently pay more for early care and education than for college tuition, quality care is hard to find. Investing in Preschool for All is seen as a mechanism to help build the infrastructure—a professionally trained and compensated workforce, upgraded facilities, technical assistance and governance—that has long been lacking from early care and education (Kagan & Cohen, 1997; Gallagher & Clifford, 2000).

## Overview of the Status of the Preschool for All Movement Nationally

Five states, as described in more detail in Table 1-1, have made an explicit commitment to some type of universal preschool program. Webster’s Dictionary defines universal as “of, for or including all,” and “not limited or restricted”. Although the implementation of universal preschool varies widely in these five states, what differentiates their efforts from past early education programs is precisely the commitment to provide access to services to every member of the specified age group. That is, these five states have established a policy goal to make preschool available on a voluntary basis to *all* children, regardless of income, at least within certain specified school districts or geographic areas:

- Georgia makes free services available to all 4-year-olds, and 70 percent of the children now participate;
- Oklahoma makes free services available in any school district which chooses to participate, and 65 % of 4-year-olds are currently enrolled;
- New Jersey offers preschool services free to all 3- and 4-year-olds who live in 30 high-poverty school districts as a result of a court decision on school finance equity, and more than 2/3 of the preschool children in those districts participate;
- New York has made a commitment to universal services, although in practice priority is given to low-income children and “high needs” districts for free services during the phase-in period, and approximately 25% of 4-year-olds participate; and
- Florida voters enacted a ballot initiative in November 2002 requiring that free preschool services be available to all 4-year-olds by the school year of 2005-06, and a Universal Preschool Advisory Council recommended program standards to the State Board of Education in October 2003.

In addition, at least three states, including California, have conducted – or are in the midst of conducting – significant statewide planning efforts to make preschool services available to all:

- Massachusetts, where legislation was introduced in December 2002 to provide free services to all three- and four-year-olds;
- Illinois, where the former Governor proposed a 10-year plan for “Illinois Preschool,” and where although the roll-out of the program is being postponed due to the state budget crisis, investments in the workforce development necessary to support universal preschool continue to move ahead; and
- California, where the State Superintendent of Public Instruction spearheaded a Universal Preschool Task Force in 1998, the Master Plan for Education in 2002 recommended that the state provide access to formal preschool programs for the two years prior to kindergarten entry, and the First Five California Children and Families Commission in 2003 committed \$100 million to Preschool for All Demonstration Grants.

Beyond these eight states that have made either explicit commitments to preschool for all and/or conducted major planning efforts to provide universal access, at least 34 other states have a Pre-kindergarten program for children who are educationally or economically disadvantaged. Of these states, two stand out because of the large number of children enrolled:

- South Carolina, where the Educational Improvement Act designated that within 10 years all school districts would have a program to serve children at risk of academic failure or for whom English is a second language (ESL), and where 30% of the statewide 4-year-old population is now served; and
- Texas, where any district with at least 15 at risk children (defined as educationally disadvantaged, homeless or ESL), must offer a Pre-K program, and where 22% of the 4-year-old population is currently enrolled.

**Table 1-1. Universal Preschool Efforts in Pioneering States**

	<b>Georgia</b>	<b>New Jersey*</b>	<b>New York*</b>	<b>Oklahoma</b>	<b>Florida</b>	<b>Illinois*</b>	<b>Massachusetts*</b>
<b>Name of Program</b>	Georgia Pre-kindergarten Program	Two programs: <i>Abbott</i> preschool program (in 30 low-income districts) and ECPA (Early Childhood Program Aid) preschool expansion program (in 102 other low-income districts)	Universal Pre-kindergarten Program	Early Childhood Four-Year-Old Program	Pre-K for All	Proposed program: Illinois Preschool  Current public awareness campaign: Early Learning Illinois	Early Education for All
<b>Status of Implementation</b>	59% of eligible children being served (70% if Head Start included)	In the 30 high-poverty districts, 67% of eligible children participate	25% of eligible children being served	65% of eligible children being served in either the pre-k program or Head Start	Ballot initiative passed Nov. 2002; legislation enacted 2003 requires State Board of Education to recommend standards by October 2003. See <a href="http://www.upkcouncil.org">www.upkcouncil.org</a> for copy of UPK Advisory Council report to State Board or Education on October 21, 2003.	Proposed; currently delayed due to state's budget crisis	Legislation introduced Dec. 2002
<b>Children Served</b>	65,500	<i>Abbott</i> : 36,465 (2002-03); ECPA: 6,842 (2001-02)	52,000	28,000	70% of 217,000 eligible (proposed)	202,000 proposed	142,000 proposed
<b>Funding Level</b>	\$245 million	\$380 million FY 02-03 (for <i>Abbott</i> preschool and kindergarten); \$30 million budget increase in FY 04 despite state budget problems	\$205 million	\$64 million; budget cut in FY 04	Estimated \$425 to \$650 million needed, but funds not provided in ballot initiative	Proposed \$468 million; \$30 million budget increase in FY 04 despite state budget problems	Estimated \$1 billion over 10 years
<b>Ages Served</b>	4 year olds	<i>Abbott</i> : 3 and 4 year olds; ECPA: 4 year olds	4 year olds	4 year olds	4 year olds	3 and 4 year olds	3-5 year olds
<b>Hours/Days of Operation</b>	6.5 hours/ 180 days (school year)	<i>Abbott</i> : up to 10 hours/245 days; ECPA: half-day for 4 year olds; full-day kindergarten in all 132 districts	2.5 hours/ school year	2.5 hours (half-day) or 6 hours (full day/school year); 43 percent of children in full-day, and 57 percent in full-day	UPK Advisory Council recommends that UPK funding support up to 6 hours, with a minimum of four hours of high quality programming.	Minimum 2.5 hours/school year (full year if both parents working)	Maximum 4/school year

\* State efforts supported by the Pew Charitable Trust

Adapted, expanded and updated from a chart prepared by *Fight Crime: Invest in Kids California*, *Children Now*, and *First 5 San Mateo County* and included in Preschool for All: 2003 Statewide Summit proceedings.



	Georgia	New Jersey*	New York*	Oklahoma	Florida	Illinois*	Massachusetts*
<b>Family Fees</b>	No fees	No fees	No fees	No fees	No fees	No fees for low income; sliding scale for others	No fees
<b>Providers</b>	Public schools (57%) and private child care centers (43%)	Public and private	Public and private	All programs run by the public schools, although collaborations with Head Start and child care centers are not uncommon	Public and private	Public and private	Public and private
<b>Local Administration</b>	Board of Education; private providers	School Districts	School Districts (may opt out)	School Districts (may opt out)	UPK Advisory Council recommends that school readiness programs be transferred to Department of Education at the state level and be administered by coalitions at the local level	Local community collaborations	Local Early Education for All
<b>Phase-in-Plan</b>	Started in 1993 as low-income-only program, implementation within 2 years; Governor succeeded in making program universal	<i>Abbott</i> programs began in Sept. 1999; ECPA program began 1996; programs in existence in all eligible districts by Sept. 2001	Started in 1997 with 4-year phase-in (intended to be universal by 2001); postponed due to budget	Established by legislation in 1998	Goal: universal access for 4 year olds by school year 2005-06	Uncertain; original proposal: universal by 2005	Goal: full implementation 10 years after passage of original legislation (start with 6 pilots and implementation of a workforce development plan)
<b>Teacher Qualifications</b>	Teaching certificate or BA or AA in ECE or postsecondary degree related to early childhood	<i>Abbott</i> : new preschool-third grade certification established; all teachers to have BA and P-3 endorsement by 2004 ECPA: teacher certification required	All teachers to be certified in elementary education by year 4	Teachers must have a college degree and a certificate in early childhood education, and receive same compensation and benefits as teachers in elementary schools	UPK Advisory Council Report recommends phased in approach, with minimum of 2 teachers with CDA for every 20 children. <i>5 year target</i> : At least one teacher per class with an AA <i>8 year target</i> : At least one teacher per class with a BA and early childhood credential	BA and ECE certification	ECE certified teachers in every classroom; AA for one teacher in every classroom within 5 years, and BA within 10 years of passage of legislation

\* State efforts supported by the Pew Charitable Trust  
 Adapted, expanded and updated from a chart prepared by *Fight Crime: Invest in Kids California*, *Children Now*, and *First 5 San Mateo County* and included in Preschool for All: 2003 Statewide Summit proceedings.

	<b>Georgia</b>	<b>New Jersey*</b>	<b>New York*</b>	<b>Oklahoma</b>	<b>Florida</b>	<b>Illinois*</b>	<b>Massachusetts*</b>
<b>Other Quality Standards</b>	Georgia's Pre-K Learning Goals and Pre-K Program Quality Assessment (PQA)	<i>Abbott</i> . Classrooms capped at 15 students with one teacher and one aide; preschool curriculum linked to K-12 core standards	New standards	All programs must follow standards established by State DOE for ECE programs.	UPK Advisory Council Report recommends maximum class size of 20, and minimum of 5. Florida Gold Seal accreditation or accreditation by Southern Association of Colleges and Schools within one year of UPK implementation.	Not yet decided	New standards; comparable pay for early educators and K-12 teachers; establishment of career ladders and incentives for training/education
<b>Financing Mechanism</b>	Lottery	State funding with TANF/CCDF wrap-around funding for <i>Abbott</i> districts	General Funds		None specified. Ballot initiative states that funds cannot be from existing education, health or development. UPK Advisory Council recommends that all funding that currently supports early learning for eligible 4-year-olds be used to maximum degree possible.	Education Funds (funded by formula, not by earmark)	None specified, but cannot be from existing early care or school-age program funding
<b>Political Leadership</b>	Governor	School finance lawsuit; State Supreme Court; coalition of groups	Assembly Speaker; Legislature overrode Governor's veto to fund program	Governor	Mayor of Miami-Dade County for ballot initiative; new Lieutenant Governor chaired UPK Advisory Council.	Unclear; former Governor's initiative, but attracted interest of new Governor.	Coalition of Groups

\* State efforts supported by the Pew Charitable Trust  
 Adapted, expanded and updated from a chart originally prepared by *Fight Crime: Invest in Kids California*, *Children Now*, and *First 5 San Mateo County* and included in *Preschool for All: 2003 Statewide Summit Proceedings Report*.

## The Status of the Preschool for All Movement in California

California – and the California Department of Education (CDE) in particular -- have a long commitment to public support for preschool for disadvantaged children. CDE has also been a leader in efforts to improve the quality of preschool and other early care and education programs. Major programs and initiatives include the following:

The **State Preschool Program**, first established more than 60 years ago, is administered by the California Department of Education, Child Development Division (CDD), through contracts with county offices of education, school districts, and private agencies. This program now serves 141,452 children from low-income families.

The **General Child Care and Development Program**, which meets the same standards as the State Preschool Program, is the state's largest contracted early care and education program, and utilizes centers and family child care networks to provide full-day services, including an educational component, to children birth to 12.

The **Child Development Permit Matrix**, established in 1997, provides workforce development requirements not only for the State Preschool Program but also for all publicly supported child development programs. To facilitate progress on this career lattice, First 5 California Children and Families Commission has committed more than \$50 million to professional development activities, and the initial years of the **Compensation and Retention Incentives** have drawn more than \$58 million in matching funds from local First 5 commissions and other state sources.

The **Desired Results for Children and Families System** was developed by the CDE/CDD to improve the quality of the child development services it provides. In focusing on the results desired from the system, it represents a departure from the process-oriented compliance model typical of traditional accountability systems. The new system is designed to document the progress made by children and families in achieving desired results, and provide concrete information to help practitioners improve program quality. The Desired Results Developmental Profile is a structured observation tool that helps teachers to track children's progress over time across key domains of development. In addition, the system includes Program Quality Standards, use of standardized environment rating scales, a family survey, and a process for conducting ongoing program self-evaluation. (For a complete description of the various components of the Desired Results System, the current revisions underway in the system, and its relationship to the Desired Results: Access for Children with Disabilities and the Modified Desired Results Developmental Profile, see also Section 6 on Understanding Children's Growth, Family Experiences, and Program Effectiveness.)

In 2000, the CDE published the **Prekindergarten Learning and Development Guidelines**, to address the brain research and to recommend best practices for the broad spectrum of preschool programs to prepare children for later success in school.

To promote the expansion of facilities, CDE made available through a **Child Care Facilities Revolving Fund** nearly \$49 million to providers under contract with CDE for the lease-purchase of new, re-locatable child care facilities. Additional work on facilities development included the

state-funded **Regional Resource Centers** and the **Building Child Care Collaborative** that aim to provide technical assistance on facilities development. As a private partner, the David and Lucile Packard Foundation funded **Local Investments in Child Care Projects** as well as spearheaded the **Affordable Buildings for Children’s Development (ABCD)** project, which is intended to promote the statewide expansion and renovation of early care and education facilities. First 5 California is also contributing to ABCD technical assistance.

Despite the long history of commitment to preschool programs, however, according to the National Institute for Early Education Research (NIEER), only 45.8 percent of 3- and 4-year-olds are enrolled in preschool programs in California (including not only state preschool and Head Start, but also privately operated nursery and preschools). California ranks below average among the states in the percentage of children enrolled in preschool, and fifth from the bottom when enrollment in child care centers is included (National Institute for Early Education Research, 2003; First 5 California, 2003).

The low income eligibility requirements—poverty level for Head Start, and a maximum of \$35,000 for a family of three for most state-subsidized early care and education programs—pose a major barrier to enrollment in a state with a high cost of living. Many families in California who earn more than the maximum allowable income for admission to these programs still cannot afford to purchase preschool services on their own. According to testimony provided by Elias Lopez and Patricia de Cos at a legislative hearing in April 2003 at the request of Assemblywoman Wilma Chan, Majority Leader, California’s low preschool rate is also a function of the lower enrollment rates of Asian/Pacific Islander, African American, and Latinos in preschool and center-based programs.

### **Superintendent’s Universal Preschool Task Force**

Within the past decade, there has been a growing interest in making publicly supported quality preschool services available to *all* 3- and 4-year-olds, regardless of family income, in California. In 1998, State Superintendent of Instruction Delaine Eastin’s Universal Preschool Task Force proposed that publicly funded preschool services be offered to all 3- and 4-year-olds within 10 years. The primary motivation behind the Task Force recommendations was education reform. The report viewed universal preschool as an “urgent education priority” (Superintendent’s Universal Preschool Task Force, 1998) for the following reasons:

- Concerns that California lags behind most other states in the educational achievement and academic success of its students;
- New evidence that what a child experiences and learns before kindergarten is far more important in shaping the a child’s capacity and enthusiasm for learning than previously recognized;
- Research demonstrating that quality preschool services improve children’s school readiness and school completion rates, while reducing costly expenditures for grade repetition, compensatory education, delinquency and crime;
- Concerns that, despite the new knowledge about their importance, “high quality early childhood programs are the exception, not the rule,” as documented in two national studies drawn in part from California; and

- Survey findings that the majority of families in California report that they have neither good nor affordable choices in early care and education.

The following is a chronology of some of the subsequent statewide efforts contributing to the movement for universal access to preschool in California:

- In 2000, California's Department of Education published *Prekindergarten Learning and Development Guidelines* to help ensure that preschool programs, regardless of setting, would prepare children for school across multiple domains – language, social and emotional, cognitive, and physical development.
- Since 2001, the First 5 California Children and Families Commission has committed \$206.5 million, with an additional \$206.5 million in local matching funds, to the School Readiness Initiative, which many local First 5 commissions have used at least in part to expand preschool;
- In 2002, the state's Master Plan for Education recommended that preschool services be made available to all three- and four-year-old children in the two years prior to school entry;
- In 2003, the David and Lucile Packard Foundation announced its commitment to Preschool for All, and established Preschool California to help lead a campaign on behalf Preschool for All; and
- In April 2003 the Commission co-sponsored with First 5 San Mateo, First 5 LA, and the Packard Foundation the Preschool for All Universal Preschool Summit;
- Also in April 2003, the first hearing was held on AB 56, which would create a system of school readiness centers and provide voluntary access to preschool for 3- and 4-year-olds by 2014;
- In July 2003, the Commission set aside \$100 million over four years to support Preschool for All Demonstration Projects. The purpose of the Preschool for All Demonstration projects is to:
  - Demonstrate – within a limited number of counties and school districts -- the impact of voluntary preschool for all 4-year-olds on children's readiness for school;
  - Provide a learning 'lab' for implementing high quality preschool programs in diverse settings;
  - Reduce the disparities in outcomes by addressing the language/cultural diversity of California's children and providing programs inclusive of children with special needs; and
  - Inspire public will to support efforts to expand preschool for all children.
- In October 2003, the California Teachers Association announced plans to introduce a ballot initiative that would raise \$4.5 billion for education annually, including \$1.5 billion for preschool education.

## Local First 5 Champions of Preschool-for-All

In addition to the above statewide efforts, several local First 5 commissions have emerged as major leaders in championing universal access to preschool:

- In 2002, **First 5 LA** committed \$100 million in local Proposition 10 funds to provide seed money for phasing in universal preschool services in Los Angeles County, and in October 2003 the commission voted to spend \$500 million over the next five years on the system that eventually will seek to enroll more than 150,000 4-year-olds. According to Dr. Karen Hill-Scott, who has directed the planning process, the draft plan is expected in mid-November, and the first model sites will be launched in September 2004.
- In February 2003, **First 5 San Mateo** completed a Universal Preschool Feasibility Study funded by the David and Lucile Packard Foundation, and a facilitated design group has spearheaded a strategic plan endorsed by key stakeholders. The First 5 commission has committed \$1 million per year in seed money for the initiative, and plans are underway to launch a Preschool for All San Mateo County program in fall 2005.
- In April 2003, **First 5 Alpine**, located in the county with the smallest population in California, helped open with Early Learning Opportunity Grant funds the first classroom of what is intended to be a universal preschool system.

See Table 1-3 for more information on each of the above initiatives. For additional details on the **First 5 LA** Draft Strategic Plan and the San Mateo Feasibility Study, consult the local commission websites ([www.prop10.org](http://www.prop10.org) for **First 5 LA** and [www.co.sanmateo.ca.us/smc/departments/first5](http://www.co.sanmateo.ca.us/smc/departments/first5)).

## Early School District Leaders in Preschool-for-All

Several school districts have also emerged as early leaders in phasing in universally accessible preschool programs, in some cases district-wide, in others in Title I or School Readiness Initiative-designated schools. Early implementers include Elk Grove Unified School District, Merced Unified School District, New Haven Unified School District, San Diego Unified School District, and San Jose Unified School District.

As indicated in Table 1-2, the school district-sponsored preschool programs vary in the age of children served, the hours/days services are offered, the financing mechanisms, and program auspices and settings. However, the programs also share many common elements, from which the following lessons can be drawn:

- Support of the School Superintendent has been instrumental in the expansion of the programs.
- Tracking the performance of children enrolled in preschool through 3rd grade is particularly effective in convincing school officials of the efficacy of investing in preschool.
- All of the programs rely on multiple funding streams, such as State Preschool, Head Start, General Child Care. But it is the Title I and First 5 School Readiness Initiative funds that provide the greatest flexibility to serve children above the current income eligibility ceiling for publicly funded programs.



- Paying teachers salaries comparable to K-12 staff is possible if district has access to Head Start, Title 1, state preschool funds, and if the teachers work two part-day sessions per day.

**Table 1-2: School District Preschool- for-All Efforts**

School District	Elk Grove	Merced	New Haven (Operated by Kidango)	San Diego	San Jose
<b>Children Served</b>	73% of children entering K in 3 First 5 School Readiness-targeted schools now have State Preschool or Head Start; 51% in Title I eligible schools; 16% district-wide	Nearly 90% of children entering kindergarten in Merced City School District (MCSD) in 2004 will have had some level of preschool experience through State Preschool, Head Start or contracted private sector providers.	550 (29%) of the 1900 3- and 4-year-olds entering K in the school district; every elementary school now offers preschool	220 in State Preschool, 2200 in General Child Care, 2000 in Head Start, 125 infants and toddlers	408 of 2,000 3- and 4-year-olds in 11 First 5 School Readiness-targeted attendance areas are in preschool programs
<b>Ages Served</b>	Priority to 4-year-olds and 3-year-olds with special needs	Priority to 4- and 5-year-olds not yet in K	3 & 4-year-olds	Birth to 5, with priority for three and four year-olds	3 & 4-year-olds
<b>Hours/Days of Operation</b>	Part-day, part-year; morning, afternoon & twilight classes	Part-day, part-year; morning, afternoon & twilight	Most sites are part-day, 3 sites are full-day; all operate full year	A mix of models (part-day, full-day, twilight)	A mix of models (part-day, full-day)
<b>Family Fees</b>	None	None	62% of families qualify for free services; the remaining families pay a fee.	No fee-based preschool	Parents pay fee for preschool teacher
<b>Teacher Qualifications</b>	Credentialed teacher with BA and 12 hrs. ECE; Newly hired assistants required to have 48 college units or AA; part-time parent leader	All new MCSD preschool teachers have a BA at a minimum. Some have both a BA & a teaching credential.	Staffing per classroom: Master teacher with BA. Second teacher with A.A., & parent or other volunteer	Child Development Permit with support from San Diego CARES to move up on matrix.	
<b>Other Quality Standards</b>	Class size of 20; Emerging Literacy & Numeracy Curriculum; Head Start Performance Standards	3 of 10 sites NAEYC accredited; rest applying.	Most facilities score at least 5 on ECERS scale; some as high as 6.8 out of 7. Most centers in process of applying for NAEYC accreditation; Head Start Prism	Coordinated Compliance Review standards. All programs are licensed. Developed own preschool content and performance standards before Desired Results. Now, all staff trained in Desired Results.	Training for all preschool staff to strengthen skills to teach literacy; Family Early Learning Centers incorporate health clinics, adult education, 7 preschools
<b>Inclusion of Children with Special Needs</b>	Collaboration with Sacramento COE allows multiple full inclusion classes at 4 schools	Inclusion of 45 children with special needs. School district and County Office of Education collaborated to provide a rubberized playground at largest preschool site to help accommodate children with special needs as well as typically developing children. Now working on a project to establish a new inclusive preschool on land owned by Greek Orthodox Church near UC Merced.	Program serves children with disabilities; some have IEPs with the Special Education Program funding the service.	Children who qualify financially or through CPS are accepted. Special education techs provide additional support for severely disabled children. Deaf and hard-of-hearing children are included in 2 sessions. Will use First 5 \$ to open a session for the visually impaired. Will work with K-12 special education teachers to train aides to work with children with special needs – creating a career ladder team.	

School District	Elk Grove	Merced	New Haven (Operated by Kidango)	San Diego	San Jose
<b>Financing Mechanism</b>	District allocates 1/6 of Title I funds to preschool; Use Head Start, State Preschool, & Title 1 to fund full-day pre-K teachers on same salary schedule as K-12 teachers; Local First 5 funds assist with facility purchase	First 5 SR grant served as catalyst; Applied for maximum State Preschool Expansion Funds; Title I; Child Care Facilities Revolving Loan Fund & Local First 5 to purchase facilities. Since then district has been awarded \$2.4 million Early Reading First Grant, and a \$930,000 Even Start grant. Funds to compensate new teachers with BAs have been allocated from School Readiness Initiative and from a Packard Foundation grant.	Operating costs funded by state preschool, Head Start, General Child Care, and full fees from middle and upper income families; funding for facilities from Repair and Renovation Grants from Department of Education; Community Block Grant funds from cities of Hayward, Union City; playground funds from First 5 Alameda	Head Start, State Preschool, General Child Care. First 5 School District contributes \$10.5 million for staff development and expansion above 75% SMI. Head Start, District, and state funds for facilities.	Parent participation preschools financed as follows: -District provides facilities ((\$9 million bond) -Adult education pays for teacher of parents -Parents pay for preschool teacher -First 5 subsidizes parent fee. -Partnerships with City of San Jose Smart Start, FIRST 5, local foundations, adult education.
<b>Keys to Success</b>	School Superintendent strongly supports; Longitudinal study shows results; Title I allows to serve children above income limits for Head Start & State Preschool	School Superintendent & School Board strongly support; Title I funds allow 2 of 12 classes to serve children above income limits for State Preschool. Ongoing support from First 5 Merced County Children & Families Commission has provided leverage to draw down many of the above funds.	Both former and current School Superintendents strongly support. The support began when Guy Emmanuelle, who started his career as a State Preschool Administrator, served as Superintendent. The support continued when Ruth McKenna, former Deputy State School Superintendent during the period of the Superintendent Delaine Eastin's Universal Preschool Task Force, became New Haven School Superintendent. And the support has continued under Susan Speakman, the current School Superintendent. The director of Kidango, a private non-profit organization, has also been a key factor in the successful expansion of the program.	New School Superintendent 5 years ago set goal of preschool on all 180 campuses. School Board supportive. Head Start partnership.	School Superintendent & Board highly supportive; program design driven by extensive family & community input
<b>Contacts for Additional Information</b>	Nancy Herota, Program Administrator, 916-686-7712	Tina Johns, School Readiness Coordinator and District Preschool and Literacy Coordinator, 209-385-6619	Paul Miller, Executive Director, Kidango, 510-744-9280	Candace Mendoza, Director of Early Childhood Education, 858-496-1821	Patsy Storie, Child Development Administrator, 408-535-6677

## Local First 5 Commission Preschool-Focused Activities

While the First 5 counties and school districts mentioned above have made the most explicit commitments to preschool-for-all, a survey conducted by American Institutes for Research indicates that virtually all of the local First 5 commissions are investing in activities essential to the development of a preschool system. These activities include significant efforts to expand preschool or other structured early learning programs for preschool age children, to improve the qualifications of the early childhood education workforce, to upgrade the quality of other aspects of existing programs, to develop new facilities, to conduct outreach to promote enrollment in preschool, to extend the length of part-day preschool programs to make them more accessible to children of working parents, and to expand services to children above the current state income eligibility limits for state preschool.

For example, as indicated in Table 1-2:

- **Half of the survey respondents (or 23 of the 45 local First 5 Commissions responding) consider expansion of preschool and/or early care and education to be a primary focus of their commission, and another 12 consider it at least a secondary priority. In addition to the above-described initiatives in First 5 LA, First 5 San Mateo, and First 5 Alpine, several other local commissions have set very specific goals to promote preschool expansion. For example:**
- **Colusa County Children and Families Commission** has set a goal to increase preschool participation by 15% per year to 64% by 2006;
  - **Merced County Children and Families Commission** initially set a goal to provide preschool to 75% of all 4-year-old children in all 10 under-performing schools in Merced City School District (MCSD) within four years. As a result of using state preschool expansion, Title 1, Head Start, First 5 School Readiness, and other new grant funds, they expect 90% of children entering kindergarten in the Merced City School District in 2004 to have had some level of preschool experience in State Preschool, Head Start, or programs contracted with private providers;
  - **Children and Families Commission of Orange County** reports that, as a result of the decision to hire school readiness coordinators in all 26 school districts a year in advance of the implementation of the School Readiness Initiative, all districts eligible for School Readiness funds applied for the State Preschool expansion funds;
  - **First 5 Riverside** has set a goal to expand preschool participation by 20% per year;
  - **First Five Commission of San Francisco**, in conjunction with the San Francisco Childcare Planning and Advisory Council, the San Francisco Unified School District, the San Francisco Department of Children, Youth, and Their Families, and community stakeholders, will submit to the Board of Supervisors by September 2004 a proposal for a universal preschool program for San Francisco. This follows the Board's approval of a measure in October 2003 to commit \$20 million per year to preschool by Fiscal Year 2009-10.



- **First 5 Santa Clara** is considering a process to plan Quality Early Learning Opportunities for All, serving children birth to 5;
- **Sonoma Children and Families Commission** has pledged to increase the percentage of children receiving some type of structured early care and education from 30 to 60% in seven contiguous school neighborhoods participating in its school readiness initiative;
- **First 5 Tulare** has set a goal to make voluntary Pre-kindergarten available for all 4-year-old children at 16 schools eligible for school readiness funds within four years, and has committed \$100,000 per site to expand or upgrade programs and to leverage operating dollars; and
- **First 5 Ventura** has pledged to make preschool services available to increase the percentage of children entering kindergarten with preschool experience from half to more than 70 percent.

► **Twenty-seven local First 5 Commissions consider development of the preschool/early care and education workforce to be a primary focus of their commission, and 10 more indicate that it is at least a secondary priority. Notable examples include:**

- Establishing a Child Development Corps that supports child care providers through professional development opportunities and a stipend program (e.g., **First 5 Alameda** and **First 5 Sierra**), establishing a mobile outreach program (**First 5 Calaveras**), and investing in a countywide teacher education component that will offer stipends, mentoring, recognition and membership in a professional organization to providers that achieve benchmark status on the Child Development Permit matrix (**First 5 Contra Costa**).
- Providing local match to state-supported CARES stipends. For example, **Napa Children and Families Commission** has committed \$1.5 million (\$500,000 per year) to CARES stipends to encourage professional development; **First 5 Nevada's** Educator Support Program provides stipends and benefits reaching 20 percent of child care providers; **First 5 Santa Clara** funds the Institute for Early Childhood Professional Development to focus on early care and education (ECE) provider training and workforce development through administration of the CARES program.
- **Merced County Children and Families Commission** School Readiness funds will be used to help improve the salaries of preschool teachers who have BA degrees. In addition, an Early Reading First grant awarded to the Merced City School District will provide literacy coaches, standards-based curriculum, and stipends for current staff to seek BA's and MA's.

► **Thirty-five First 5 Commissions indicate that upgrading existing preschool and other early care and education programs is a major priority, making it the most frequently mentioned preschool/ECE-focused strategy. Notable local commission approaches include:**

- Countywide accreditation programs, as spearheaded by **Children and Families Commission of Santa Barbara and Children and Families Commission of El Dorado**;
- Making assessment under the Early Childhood Environment Rating Scale (ECERS) or the Family Day Care Rating Scale (FDCRS) a condition for receipt of mini-grants or receipt of CARES stipends, as required by **First 5 Fresno First 5** and **Sonoma Children and Families Commission (CHECK)**; and.
- Enhancing curriculum, as **First 5 San Diego** does, through its School Readiness initiative to enhance the High/Scope curriculum and provide more formal early literacy programs.

► **Seventeen of the responding First 5 commissions place a primary focus on the development of new early care and education facilities, indicating that a shortage of facilities is a major barrier to the expansion of preschool. Examples of innovative local efforts include:**

- Working with plans for new elementary schools to make sure there is space set aside for preschool, as **First 5 Fresno** is doing with 10 new schools in Fresno Unified School District;
- Joining with school districts to support the inclusion of funds for preschool facilities in school district bond issues, as in **First 5 LA** and **First 5 Santa Clara**;
- Using local First 5 commission funds to purchase facilities, as in **First 5 San Benito**, **First 5 Ventura**, and **First 5 Riverside**, where the latter has funded 5 model facilities and, in partnership with a school district, established a Preschool Academy (Rob Reiner Children and Families Development Center);
- Leveraging the Community Based English Tutoring (CBET) program to obtain funds for portable classrooms that can also be used to house preschool programs for the children of parents enrolled, as in **Children and Families Commission of Orange First 5** and **First 5 Contra Costa**; and
- Working in partnership with Tribal organizations, as **First 5 Alpine** did to start the first preschool program on tribal land in the county, or with Head Start, with whom many local commissions have partnered.

► **Twenty-one responding First 5 commissions place a major focus on outreach to promote enrollment in existing preschool and other structured early learning programs.** These commissions indicate that one of the barriers to Preschool for All is limited awareness of existing programs, particularly in the Latino community.

- The **Contra Costa**, **Monterey**, and **San Diego** commissions all use the Promotores model to reach out to parents to inform them of the preschool and other ECE services available, including programs to serve Spanish-speaking families and children with special needs. In San Diego, the program provides mothers with training and stipends to do outreach in their own neighborhoods;

- Home visitation to identify children who have not had access to early education is another frequent approach; the **First 5 Kern** home visitation program includes a 10-week curriculum designed in part to promote children’s developmental progress as profiled in Desired Results; and
  - Noting that preschool and Head Start have traditionally been underutilized by the Latino families in the neighborhoods surrounding the schools that offer these programs, **Sonoma Children and Families Commission’s** School Readiness program hires family advocates/mentors to visit families with young children and publicize the availability of these programs.
- **Ten responding First 5 commissions indicate that linking part-day preschool programs to extended day/year options is a major focus**, and that, without this effort, major portions of children of working parents will be unable to participate. Innovative local strategies include:
- Upgrading existing full-day ECE programs to meet desired new preschool standards, as in the **FIRST 5 LA** and **First 5 San Mateo** Preschool for All plans;
  - Working with family child care providers to provide wraparound care for part-day, school-based preschool programs, as in **Merced’s** preschool program,
  - Working on a waiver with CDE/CDD to allow pooling of unallocated State Preschool slots to private early care and education providers who can meet Title 5 standards, as in **El Dorado**, and
  - Using local commission funds to increase the state preschool day to full day, as in **Santa Barbara** and **Fresno**, or Head Start funds to expand the state preschool day, as in **Mendocino** and **Placer**.
- **Ten responding First 5 commissions make expanding the eligibility for publicly-funded preschool a primary priority**, indicating that the current income ceilings for state preschool and subsidized child care (and even lower thresholds for Head Start) are a major problem for families who earn too much to qualify but still cannot afford the full cost. Innovative local strategies include:
- Using local commission funds, as in **Amador**, **Orange**, and **San Diego**, to support scholarship funds for children who do not qualify for publicly supported programs or who attend schools that are not low-performing and hence do not qualify for First 5 School Readiness funds.
  - Encouraging school districts to contribute Title I funds to preschool is another strategy, because there are no income eligibility limits for Title I so long as the school as a whole meets the Title I guidelines. In **Orange** County, **Santa Ana School District’s** school readiness coordinator used test scores to help convince that district to designate \$1.5 million in Title I funds to preschool; **Elk Grove School District in Sacramento** contributes 1/6 of its Title I funds to preschool, and **Merced School District in Merced** also devotes some Title I funds to preschool.

**Table 1-3: Local First 5 Commission Preschool-Focused Activities**

County	Activity Summary	Preschool/ ECE Expansion	Develop Workforce	Upgrade Existing Programs	Develop Facilities	Outreach To Promote Enrollment	Extend Day/ Year	Expand Income Eligibility
Alameda	Focus is on improving the quality of early child experiences for all children, including those at home or in license-exempt care. The <b>Child Development Corps</b> supports child care providers through professional development opportunities and a stipend program. The Child Care Fund provides loans, grants and technical assistance for facility improvements and development and business practice training. School Readiness is embedded in all Commission initiatives specifically including: <b>Pre-K Summer camp</b> for children with no formal care experience, community grants to agencies providing school readiness and mental health services, and collaborative efforts with pediatric practices, law enforcement and elementary schools		P	P	P	S		
<i>New Haven Unified School District</i> In Alameda County	Alameda County First 5 provides local commission funds to support playground renovation for the <b>New Haven USD Preschool - for-All initiative</b> . Every elementary school plus one high school and one adult education school now offer preschool. Operating costs funded by State Preschool, Head Start, General Child Care, and full fees from middle and upper income families. The program was full with a waiting list after the first year. The program will continue to expand once the waiting list provides the necessary momentum. The school district contracts with <b>Kidango</b> , a private non-profit, to provide the preschool program. Most sites offer a part-day program, with three full-day programs. Services are offered free to the approximately 62% of families currently income eligible for state preschool; the other families pay a fee. Most lead teachers have a BA. Most facilities score at least 5 on ECERS scale; and some are as high as 6.8 out of 7. Most centers are accredited or in the process of applying for NAEYC accreditation. In addition, the program uses Desired Results to track the progress of children, and the Head Start Prism system to ensure program quality. Funding for facilities went to New Haven from Repair and Renovation Grants from the Department of Education, and Kidango received Community Development Block Grant funding from the <b>Cities of Hayward, Union City and Alameda County First Five</b> for playgrounds. The program serves <b>550 of the 1900 3-4 year-old children in the school district</b> .	P		P	P	P	P	P
Alpine	The <b>first preschool classroom opened in April 2003</b> , and already there are 20 children on a waiting list. Collaboration was the key; partners include Head Start and the <b>Tribal Council</b> . Facilities are a real issue; for this program the only available classroom is on tribal land; the plan is to use Tribal TANF funds to help sustain the program. To create this program, Head Start hours were extended, and those children are the first priority. As space and funds permit, the goal is to serve all children from 30 months to five years of age.	P			P		P	
Amador	SR Initiative will fund a <b>5-week summer program that will be offered to 20 children</b> who have never attended formal preschool. In addition, SR Initiative will fund a mobile outreach program to offer support, materials, mentoring, and training on school readiness aligned with state standards to family- and center-based providers. Training will include identification of special needs. Scholarships will be provided to children who do not qualify or are on waiting lists for preschool programs. Providers serving these children must participate in CARES. The Mothers' Club received funding to support activities and to a start a parent co-op. The Baby Welcome Wagon Kit program will be expanded to serve toddlers.		P	P		P		P
Butte	The overall goal of the SR Initiative is to <b>enhance and connect with the existing supply</b> . There has been a concerted effort not to over-expand the supply. There is <b>one state preschool on-site at each school</b> . Transportation and connecting the services to people who need them are issues. Also have Project ReWARD stipends for workforce training.	S	P	S	S	S		

P = Primary focus of local commission  
 S = Secondary focus of local commission

County	Activity Summary	Preschool/ ECE Expansion	Develop Workforce	Upgrade Existing Programs	Develop Facilities	Outreach To Promote Enrollment	Extend Day/ Year	Expand Income Eligibility
Calaveras	Expansion of one Head Start/State Preschool and another preschool will <b>double preschool capacity in the Jenny Lind School</b> area. Some 82% of ECE providers already have college degrees and technical school background. SR Initiative will increase support (mentoring and networking) and educational opportunities for ECE providers through a mobile outreach program. A two-week summer program will ease transition from preschool or home to kindergarten. A new coordination project will seek to establish ongoing communication and collaboration between ECE and K teachers.	P	P		P			
Colusa	The goal is to <b>increase preschool participation by 15% per year to 64% of all children by 2006</b> . Children birth through 5 from low-income families will be given priority, and services will be provided free to these children. Currently, across the county and in SR Initiative targeted areas, some 33% of children participate in formal early learning programs. The quality of existing programs is good, but supply is severely constrained by lack of facilities and qualified teachers. <b>Colusa COE</b> will oversee the initiative, and both community-based centers and family day care homes that meet standards (ECERS, Head Start or Title V) can participate.	P	P	P	S	P	S	S
Contra Costa	Through SR Initiative specifically, <b>all 33 schools eligible for school readiness funds will have an outreach worker</b> to identify and make connections with children not already linked with schools through siblings or existing preschool-school relationships. Every school will form a transition team (including outreach, parents, teachers, ECE providers) to implement school transition activities, screening procedures, and support for parents with children not already in a structured ECE setting, targeted to children beginning 2 years before kindergarten entry. The Commission is using the Welcome Home Baby Home Visiting and Promotores models to reach out to parents and exempt providers. Not preschool for all, but preschool services for all through outreach, parent education, home learning materials, and school-based transition experiences. Building on CBET, ESL and other programs, the Commission is supporting a <b>parent cooperative approach to expanding preschool services in school settings</b> (Children are in preschool 4 days a week, while parents are in ESL classes or assist the classroom; both models include parent education). Commission has recently committed an additional <b>\$1.5 million in local funds to an Early Childhood Education strategy</b> that will (1) focus on quality enhancement focusing both on the individual provider and center/family childcare home and (2) <b>create a core program in which the child care delivery system is prepared to be responsive to the needs of families with children with special needs</b> . The countywide teacher education component will offer stipends, mentoring, recognition, and membership in a professional organization to providers that achieve benchmark levels on the Child Development Permit Matrix. Family child care homes and centers, primarily in low performing school attendance areas and at varying levels of quality at onset of program participation (rated through the ECERS), will improve quality through a comprehensive support program that provides access to teacher and director training, coaching, financial resources, support groups. Families with children with special needs will be better served by increasing the capacity of early child care providers to serve them; improving coordination and collaboration among the early childhood education field, K-12 education, and disability service providers; and helping parents navigate the system. Commission also funds family literacy grants to community providers to expand family literacy programs and give parents and caregivers the necessary support and resources to be their children's first teacher.	S	P	P	S	P	S	
El Dorado	<b>Preschool for All has been identified as an emerging issue</b> , but not yet formally adopted by the Commission. Assuring that all subsidized spaces are utilized is a top priority. Pending CDE approval, <b>48 unallocated state preschool spaces will be subcontracted to private providers who meet Title 5 standards</b> . Primary teachers and child care providers together are developing countywide Pre-K standards for child care and an assessment to be used with children entering K. The Commission funded a countywide accreditation program. Scholarships are provided for parent participation preschools. SR initiative staff is creating a video on transition to kindergarten. Specialists consult to private preschools to identify need for and referrals to special services.	S	P	P	S	S	S	S

P = Primary focus of local commission  
 S = Secondary focus of local commission

County	Activity Summary	Preschool/ ECE Expansion	Develop Workforce	Upgrade Existing Programs	Develop Facilities	Outreach To Promote Enrollment	Extend Day/ Year	Expand Income Eligibility
Fresno	Early care and education is one of 6 priorities in strategic plan. <b>Commission funded several full-day preschools on school sites to serve an additional 250 children.</b> But space is a problem. Working with plans for <b>10 new elementary schools in Fresno Unified to make sure they have space for preschool.</b> Also, in conjunction with <b>Packard ABCD Initiative</b> , funding new infant/toddler program associated with two new preschools. Accreditation program will begin next year if state program to promote accreditation does not continue. In order to qualify for mini-grants, providers must undergo ECERS or FDCRS assessment. <b>Clovis Unified School District has set goal of universal preschool</b> , but the district currently has no schools eligible for SR funds.	P	S	P	P	P	S	P
Kern	<b>Main focus is home visitation to identify children who have not had access to early education. Implementing in home visitation program a 10-week curriculum that correlates with Desired Results. Also starting "summer bridge", playgroups, Mommy and Me programs to supplement ECE experiences. Joint in-service training for ECE staff and kindergarten teachers. Support existing Head Start and CDE activities.</b>	S	P	P		P		
Lake	Creating school readiness centers, building on Healthy Start, at 7 schools. Burns Valley is flagship, with <b>new state preschool serving 24 children.</b> Other six schools already had state preschool. All low API schools in school district now covered. Lake County Office of Education and CCR&R/Head Start/CAP agency working closely. Joint use of Desired Results, and CARES stipend program.	P	S	P				
Los Angeles	The Commission committed <b>\$500 million for five years to universal preschool.</b> A plan will be ready by 11/14/2003. Some 125 people participate in monthly Advisory Committee meetings. Priority issues are workforce, quality and full day. The committee represents strategic partnerships with influential people outside the early education field who can take the message to policy makers and the public. The initial goal is to <b>open model sites by September 2004</b> that will provide an upgraded program offering a differentiated curriculum for the preschool part of day. Programs will work toward accreditation or other quality assessment system. Through the SR Initiative, the Commission supports planning at the regional level to address diverse needs within the county. Each local area may have a different emphasis. It is hoped that the 15 SR sites will be part of the launch of preschool for all. In addition, the Los Angeles Unified School District bond sets aside \$80 million for preschool facilities. For information on individual components (such as facilities, quality, curriculum, delivery system, and community outreach), see the Commission website ( <a href="http://www.prop10.org/">www.prop10.org/</a> ).	P	P	P			P	
Madera	Expanding early education opportunities for children 0-5 is at the core of SR Initiative. To stretch limited funds, the SR Initiative funds all go to program, with the (or School District?) providing the staff SR specialist. Emphasis is on <b>enhancement of teacher qualifications</b> through CARES and on articulation between preschool and kindergarten.	S	P		P	P	S	
Marin	The goal is increased access to quality, culturally appropriate preschool. There is a shortage of subsidized preschool, and infant care is in very short supply. Currently, the city of <b>San Rafael Parks and Recreation Department is expanding a preschool center by 24 children.</b> It is expected that the Commission will make a commitment to preschool expansion in the future. Emphasis is placed on workforce development, looking beyond CARES and on working with local jurisdictions to improve the regulatory environment for facilities development.	S	P	P	P	P	S	
Mariposa	Commission's school readiness application is in preparation. The Commission has been without an Executive Director for 2 months.	S		P	P	P	S	P

P = Primary focus of local commission  
 S = Secondary focus of local commission

County	Activity Summary	Preschool/ ECE Expansion	Develop Workforce	Upgrade Existing Programs	Develop Facilities	Outreach To Promote Enrollment	Extend Day/ Year	Expand Income Eligibility
Mendocino	The County Office of Education has developed a <b>Consortium for State Preschools</b> composed of administrators and teachers. Have <b>worked with school districts to develop preschools on site, and have 18 now</b> . Although some programs now have waiting lists, many children cannot attend part-day classes, and programs have difficulty attracting teachers to work part-day. School districts had to return two grants for preschool/child development because could not fill on part-time basis. For some sites, use <b>Head Start funds to finance extended day component for state preschool</b> . Cross-training available for early care providers, state preschool, and kindergarten teachers. Also have CARES stipends, and have applied for Early Reading First Grant. Parent advocates promote enrollment.	S	P	P	S	S	S	
Merced	<b>The First 5 Merced County Children and Families Commission has embraced Preschool for All principles. In December 2001, the Commission allocated through its School Readiness Initiative nearly \$5 million to program development, including preschool expansion. By fall 2003, this investment had been used to leverage an additional \$5 million in state and federal funds. The Commission approved Merced City School District as its “flagship” SRI program site. Weaving together resources from throughout the district, MCSD tied in all 12 of the district’s schools with a vision to radically improve access to high quality preschool and family support services. By fall 2004, 90% of children entering kindergarten in MCSD are expected to have had some level of preschool exposure, up from only 50% in 2001.</b> Superintendent and School Board strongly support universal preschool. With a combination of state preschool expansion funds, Title I, and Head Start, MCSD has added <b>168 preschool slots per year, 120 summer preschool, and 40 intercession, surpassing its initial goal of reaching 75% of children</b> within 4 years. Priority to 4- and 5-year-olds. Because of Title I funds, 2 of 12 classrooms have no income eligibility requirements. 3 of 10 sites NAEYC accredited; rest applying. Part-day part-year; morning, afternoon, and twilight sessions. Transportation to 2 sites. Some home child care providers bring children to preschool sites. Professional development with curricular materials for preschool staff from a variety of settings. <b>Inclusion of 45 children with special needs.</b> MCSD preschool project will now serve as the pilot for expanding preschool access in the remaining 19 schools in the county that are eligible for school readiness funds.	P	P	P	P	P	P	P
Mono	Expanding preschool is not a formal goal. Many communities are too small to support a center, so the focus is on increasing the supply and quality of licensed family child care. More than 50% of children are now in informal care. This summer kindergarten teachers will conduct <b>2-week Pre-kindergarten sessions</b> for groups of 15 children. May explore development of a Pre-kindergarten program during the school year on the school site.	S	P		P	P		
Monterey	The SR Initiative will <b>support child care for 100 additional children at the Alisal USD Family Resource Center (FRC)</b> while their parents participate in FRC activities. Child care center staff and home-based providers will offer quarterly workshops to help prepare children for future school success. Promotores will receive training to provide more informed referral and better follow up services to families about ECE services, including programs to serve Spanish speaking families and children with special needs.		S	P		P		
Napa	The primary focus has been on CARES stipends to encourage professional development; Commission <b>committed \$1.5 million (\$500,000 a year) to this effort</b> . SR initiative upgrades services in two under-performing schools. Also provide workshops and forum to bring together child care, preschool and kindergarten teachers to look at Creative Curriculum.		P	P				

P = Primary focus of local commission  
 S = Secondary focus of local commission

County	Activity Summary	Preschool/ ECE Expansion	Develop Workforce	Upgrade Existing Programs	Develop Facilities	Outreach To Promote Enrollment	Extend Day/ Year	Expand Income Eligibility
Nevada	Focus on creating seamless transitions for children between home, early care and school; continuity between ECE and elementary school; support for parental involvement. Special attention to the needs of Latino children and those with special needs, including <b>development of a model special needs preschool</b> . <b>Grass Valley USD</b> and <b>Tahoe-Truckee USD</b> have taken the lead in <b>expanding state preschool</b> . <b>Sierra College Child Development Center</b> is a "center of excellence"; a Commission grant supports a blended funding program for preschoolers and infants. The Educator Support Program (ESP) provides stipends and benefits reaching 20% of child care providers.	S	P	P		S	S	P
Orange	Local commission has used multiple strategies to expand preschool. First, a year before SR initiative, all 26 school districts hired school readiness coordinators. As a result, <b>all SR-eligible districts applied for state preschool expansion funds</b> . Also, <b>8 schools applied for Early Reading First grants</b> , and <b>Santa Ana SD has provided \$1.5 million in Title I funds for preschool</b> . School readiness coordinator showed how investment in 0-5 raises test scores. Finally, really <b>capitalized on CBET</b> . They have money for portables and babysitters; commission brought in supplies and staff and converted into a school readiness program. Second, partner with other agencies; commission funded SR coordinator at Head Start grantee. Third, use local commission funds to offer programs in schools that are not under-performing, but have high % of low-income families. Major problem with families who do not meet eligibility for subsidized programs, but cannot afford full cost.	P	S	P	P		S	P
Placer	Emphasis is on <b>coordination of Head Start and state preschool to create full day programs</b> . Making Connections provides training and modeling of "best practices" in language development and early literacy for preschool providers. SR Initiative will work to align preschool and primary literacy curricula. SR coordinator is working with businesses to identify affordable space for preschool programs. SR initiative working to upgrade quality by teaching children development to informal providers through "Mommy and Me" classes.	P		P	S		P	
Plumas	The SR Initiative will <b>focus on children not currently attending preschool through home visitation</b> . Elementary and ECE teachers will focus on shared understanding of Pre-kindergarten Learning and Development Guidelines and kindergarten standards and curricula, joint training on working with special needs children and culturally appropriate activities, and developmental assessments.		P	P		P		
Riverside	<b>Large efforts to renovate and modify facilities</b> . Have established 5 models, with local commission financing facilities, and state commission financing operating costs. Also, in partnership with school district, established a <b>Preschool Academy (Rob Reiner Children and Families Development Center)</b> , bringing the hub of services to one site. Center includes infant-toddler program, <b>special education program, autistic pilot program</b> , home visitor and family intake, a clinic, and <b>preschool program for 260 children</b> who have not previously had preschool experience. Center serves 7 schools in one district, and 6 elementary classes in other districts. Goal is to <b>increase percentage of children with preschool or formal ECE experience by 20% per year</b> .	P	S		P			S

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 S = Secondary focus of local commission

County	Activity Summary	Preschool/ ECE Expansion	Develop Workforce	Upgrade Existing Programs	Develop Facilities	Outreach To Promote Enrollment	Extend Day/ Year	Expand Income Eligibility
Sacramento	<p>Sacramento First 5's school readiness program in the <b>Elk Grove School District amounts to a "preschool for all" program in three SR-eligible schools</b> (see below).</p> <p>In addition, Sacramento First 5 Commission has two new SR programs. The <b>Robla Elementary SD</b> program will provide <b>24 new preschool slots</b> to children from families above the income eligibility guidelines for state-funded preschool; a Saturday school (taught in Hmong) for 3- and 4-year-olds to reinforce school readiness and language development; and a over 4 years. The <b>Folsom Cordova USD</b> School Readiness Program will establish a <b>new preschool facility serving 24 children</b> at one of the target schools, provide summer <b>KinderCamps serving 96 children</b>, and provide workshops for 25 private child care providers. Finally, the <b>North Sacramento SD</b> will be initiating an SR program in December 2003 to upgrade the equipment in the Smythe Preschool, cross-train formal and informal child care providers; and establish a summer <b>Pre-kindergarten camp serving 60 children</b> over four years.</p>	P	P			P		P
<i>Elk Grove Unified School District</i> In Sacramento County	<p>The <b>Elk Grove School District</b> has made a major commitment toward the implementation of "preschool for all" program in Title I schools, and particularly in three schools eligible for First 5 SR funds. As a result of using Title I, Head Start, state preschool and local First 5 as well as state First 5 Commission funds, the <b>three schools now provide preschool services to 73% of children</b> before kindergarten entry. Morning, afternoon and twilight classes. No income requirements for the Title I and First 5-funded slots. All programs must meet Head Start Performance Standards, and use the Letter People emerging literacy and numeracy curriculum. <b>District has helped teachers get credentials with 12 hours ECE, and salaries are commensurate with those of kindergarten teachers. District allocates 1/6 of its Title I funds to preschool.</b></p>	P	P		P			P
San Benito	<p>For SR initiative, priority is to develop an <b>Early Learning Center</b> that will <b>serve 100 new children</b> from two under-performing school neighborhoods. Of 250 children entering kindergarten in the two under-performing schools, 80 children are estimated to have been in Head Start, private child care, or migrant or state-funded preschool. Many children are above income eligibility requirements for Head Start. School district has contributed land on the elementary school campus with highest needs, and Commission is paying for re-locatable building (\$350,000). Center will be next door to a center for children with special needs. Using migrant preschool funds, there is no income eligibility requirement; however, family must have moved within last 3 years or work in agricultural industry. Center also will provide training for preschool teachers, child care staff, and home-based providers. Commission has not participated in CARES initiative due to funding constraints. Regular state Commission funds are used to fund <b>three preschools (100 children)</b> at \$259,430. One is the <b>Jefferson Mobile Preschool</b>, which serves children 0-5 who live in six different school districts in the sparsely populated southern part of the county. The Preschool provides services to children in the vicinity of large cattle ranches and in individual homes. Also, the Migrant Home Base program is funded at \$66,000. Migrant Home Base serves 100 children per year, operates from the Early Learning Center and is funded with regular Commission funds. Finally, the local Commission is investing in <b>two preschools</b>, at \$121,000 each, <b>providing classroom-based instruction to 50 children and outreach services to 100</b>. These last two preschools are not located in under-performing school neighborhoods.</p>	P	P		P			P
San Bernardino	<p>The Commission supports planning at the regional level to address diverse needs within the county. Each local area may have a different emphasis. There is a particular interest in reaching children with no preschool experience through summer Pre-kindergarten camps and Even Start. Since 1995, the number of licensed slots has nearly tripled and now <b>2/3 of children participate in structured Pre-kindergarten programs</b>; the supply for 3-5 year olds is thought to be adequate, except for those needing subsidies and services provided in other-than-English. Head Start is committed to expansion.</p>	P	S	P	S	S	S	S

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County	Activity Summary	Preschool/ ECE Expansion	Develop Workforce	Upgrade Existing Programs	Develop Facilities	Outreach To Promote Enrollment	Extend Day/ Year	Expand Income Eligibility
San Diego	<p><b>San Diego First 5 Commission School Readiness Initiative in San Diego Unified School District</b> will fund <b>8 new full-day preschools, each serving 24-48 children</b>, contingent on availability of space at under-performing schools. New early education strategies will enhance High/Scope curriculum and provide more formal early literacy program. Promotores will reach out to parents to make them aware of programs. <b>Chula Vista School District SR Initiative</b> will offer <b>3-week KinderCamp -- 2 schools will serve 36 children, and 6 will serve 18</b>. Will also offer services between sessions of year-round schools? <b>National School District</b> will offer <b>Pre-kindergarten Academies at four elementary schools for a minimum of 120 children</b> for 2.5 hours a day for children who do not qualify for state preschool. <b>A new preschool will also be established</b>, and scholarships will be offered for above-income students.</p>	P		P	S	P		P
<i>San Diego Unified School District in San Diego County</i>	<p><b>About 4 years ago the San Diego Unified School District set a goal to place a quality preschool in every school campus (there are 180 schools in the district) in 5 years. Over the past three years, the district has added 38 new preschool programs to the 48 child care and state preschool programs that already served children on district campuses. And to open 8 “focus” schools. State Preschool, Head Start, and General Child Care and Development fund operating costs. The district provides infant-toddler care, mostly for teen parents. Both full-day and part-day preschool programs are offered, including twilight Head Start. San Diego First 5 provides \$10.5 million toward this effort; First 5 funds are used for workforce development and expanding eligibility to those above 75% of SMI. The salary structure promotes the BA degree, but salaries are still insufficient to recruit and retain sufficient numbers of personnel. San Diego CARES is invaluable in helping to address a teacher shortage. Professional growth advisers assist staff in planning their education.</b></p>	P	P	P	P		P	S
San Francisco	<p>Expansion and enhancement of early education is First Five Commission’s largest funded area. In October 2003, the San Francisco Board of Supervisors approved a charter amendment that creates a Public Education Enrichment Fund that will provide \$20 million per year by FY 2009-10 for Universal Access to Preschool. By September 2004, the First Five Commission, in consultation with the San Francisco Chldcare Planning and Advisory Council, the San Francisco Unified School District, the San Francisco Department of Children, Youth and Their Families, and community stakeholders, shall submit to the Board of Supervisors a proposal for a universal preschool program for San Francisco. Each year, the City shall appropriate one-third of the money in the Fund to the First Five Commission for universal preschool programs administered by the Commission.</p> <p>First Five funds havealso focused on quality assessments using ITERS and FDCRS and for operating subsidies to programs with a goal to increase supply and quality of infant/toddler slots. To be eligible, programs must serve at least 25% low- income children. Technical assistance is provided to improve quality. <b>Child Care Facilities Fund</b>, funded by developer fees, has <b>supported creation of 1900 slots</b>. The <b>City of San Francisco</b> contributes to SF CARES and WAGES, which have provided stipends to more than1700 child care workers.</p>	P	P		P			P
San Joaquin	<p><b>Preschool and Head Start enrollment will be increased by 31</b> in Stockton school attendance areas and by 36 in French Camp. In <b>New Hope</b> and <b>Holt School Districts</b>, all children ages 2.5 to 5 years will be offered a <b>biweekly afternoon preschool program</b>. Incoming kindergarteners can attend a 4-hour per day summer program. With University of North Carolina, Kindergarten and Pre-kindergarten teachers in <b>Stockton USD</b> are “cross walking” kindergarten and Pre-kindergarten guidelines as a way of bridging gaps.</p>	S		P		P		

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 S = Secondary focus of local commission

County	Activity Summary	Preschool/ ECE Expansion	Develop Workforce	Upgrade Existing Programs	Develop Facilities	Outreach To Promote Enrollment	Extend Day/ Year	Expand Income Eligibility
San Mateo	<p>First 5 San Mateo County began a <b>feasibility study for the implementation of universal preschool</b> nearly two years ago. The study was largely prompted by the difficulties of working parents in affording quality child care. 66% of the children in San Mateo County have working parents, self-sufficiency income is estimated at \$62,000 per year, and child care costs are the third highest in the state. San Mateo First 5 has assembled a <b>50-member Design Group</b>, including representatives from school districts, Head Start, child care resource and referral, state preschool programs, private child care, and community college educators. The Design Group is currently working on building consensus for presenting a plan to First 5 that would focus on a <b>combination of full- and part-day, voluntary models serving three- and four-year-olds</b>. The Design Group has already reached consensus on the importance of having teachers with B.A. degrees. Several scenarios for phasing in access to preschool for all over a 10-year period are under consideration. <b>First 5 San Mateo has pledged \$1 million per year for 10 years to the preschool for all program</b>. Meanwhile, under its SR initiatives, First 5 San Mateo is expanding its <b>summer kindergarten readiness program</b> to more children who would otherwise not have the opportunity to attend any preschool.</p>	P	P	P			P	P
Santa Barbara	<p>The Commission has used its regular (non-SR) funds to <b>increase state preschool to full day</b> in areas where there is a very high workforce participation rate and where parents work multiple jobs. Many families had previously not participated in state preschool because it was a part-day program. Commission also established an <b>Office of Early Care and Education</b>; functions include <b>Quality Improvement Project</b> and helping facilities work with municipalities and meet regulations. Commission has funded an <b>accreditation project for 3 years</b>. "Spruce Up for Kids" program is designed to upgrade family child care and small centers. The Commission has funded child care resource and referral to recruit and train family child care providers and to coordinate their training with the Quality Improvement Project. The Commission has also funded a number of child care centers with start-up funding or expansion funding to increase quality child care slots throughout the county over the last three years. This has included site improvement as well as expansion. In some cases, the Commission has also funded the development of new centers. From the beginning, the Commission has <b>expanded each of the Healthy Start sites</b> and other Family Resource Centers to include services for children 0-5. In these projects, the Commission has focused on family support and family education. Finally, the Commission is investing in joint training for child care, preschool and kindergarten teachers.</p>		S	P			P	
Santa Clara	<p>The Commission is considering a process to plan <b>Quality Early Learning Opportunities for All (QELO)</b>, serving children birth to 5. The Commission funds the <b>Institute for Early Childhood Professional Development</b> to focus on ECE provider training and workforce development through administration of the CARES program. Through the SR Initiative, School Readiness Academies combine preschool or Head Start and a variety of family resources including parenting classes, ESL, health and social services.</p>	P	P	S	S		P	
San Jose Unified School District In Santa Clara County	<p><b>Focus is on providing preschool at each of 31 elementary schools</b>. Both part day and full day programs are offered to meet varying family needs. Program types vary - State Pre-K, Head Start, General Child Care, private providers. The goal is to unify standards through common training. A <b>district bond includes funds to develop or renovate preschool facilities</b> on campuses. FIRST 5 Santa Clara County contributes funds for care managers who help families gain access to services.</p>	P		P	P		S	S

P = Primary focus of local commission  
 S = Secondary focus of local commission

County	Activity Summary	Preschool/ ECE Expansion	Develop Workforce	Upgrade Existing Programs	Develop Facilities	Outreach To Promote Enrollment	Extend Day/ Year	Expand Income Eligibility
Santa Cruz	There are many high quality ECE programs in Santa Cruz County. Many are NAEYC accredited, and preliminary CARES data shows that licensed providers (center and home-based) are more educated and experience less turnover than expected. Need and lower quality is seen in informal care. First 5 Santa Cruz is expanding training opportunities for this group of providers, upgrading existing programs, and supporting literacy training for families and providers. First 5 funds coaching and mentoring for new providers to facilitate inclusion of special needs children. Child Care Ventures, originally funded by the Packard Foundation, is a full service technical assistance, loan, facilities assistance project that works to provide facilities with development assistance.		P	P	P		P	S
Shasta	Shasta Commission has just committed <b>\$1 million to early childhood education</b> to increase quality, access and other aspects. Major goal is increasing quality. Joint in-service training, incentives for accreditation, stipends for workforce training. Countywide, 15% of children birth to five are in preschool and 41% are in child care (prior to kindergarten entry). <b>Added a state preschool class on a campus</b> , and family advocates publicize availability. Centralized eligibility list through <b>Shasta County Office of Education</b> , which is also the child care resource and referral agency.	S	S	P	P	P		
Sierra	More than 75% of the ECE workforce participates in the <b>Child Development Corps, which</b> provides educational opportunities and seeks to improve child care environments. Overall goal of the SR Initiative is <b>quality ECE</b> . 90% of children receiving high quality care through increased coordination to support ECE providers and parents and to link ECE and other services with schools. SR Initiative will increase joint training opportunities for teachers and ECE providers on curricula and teaching methods. A new facility for the <b>Sierra Valley Library and Children and Families Center</b> will allow an existing preschool, working with <b>Sierra County Office of Education</b> , to create an <b>inclusion class</b> . Funds for the project come from the Library Construction Bond, First 5 Sierra, the county, the school district, and the <b>City of Loyalton</b> .		P	P	S	S		
Siskiyou	The <b>Community Resource Center in Dorris will house a state preschool</b> as well as a rural health clinic and other services such as Migrant Education and Even Start. Infant-toddler care will be expanded. <b>Butte Valley USD</b> supports school readiness activities through participation in the school readiness/standards integration project and contracting for state preschool services; in addition, the elementary school principal co-directs the SR initiative.			P				
Sonoma	<b>Major goal of SR initiative is to</b> increase percentage of children with some type of structured preschool experience from 30 to 60% in seven contiguous school neighborhoods <b>eligible for school readiness funds</b> . <b>SR initiative</b> expands Head Start, creates Twilight preschool program, <b>establishes</b> five-week summer preschool, <b>and uses family outreach workers/advocates to publicize state preschool and Head Start first to families in school neighborhood</b> . Also Child Care Resource and Referral agency visits family child care homes in vicinity of under-performing schools to provide Raising a Reader and linkage to schools. <b>As a part of \$750,000 Regional Child Care Initiative, 3 of 7 regions put money into voucher program; others investing in new facilities</b> . Extensive Provider Retention Program; ECERS training a requirement for stipend.	P	P	P	S	P		
Stanislaus	5 school readiness proposals being submitted independently of each other, so focus varies. Some would expand state preschool or Head Start; some explore use of after-school program sites for preschool or Head Start programs. Commission funds stipends to encourage providers to obtain further education and also supports <b>joint-in-service training with kindergarten teachers</b> .	P	P		P	P	S	P

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County	Activity Summary	Preschool/ ECE Expansion	Develop Workforce	Upgrade Existing Programs	Develop Facilities	Outreach To Promote Enrollment	Extend Day/ Year	Expand Income Eligibility
Trinity	A <b>new preschool class for 3-4 year olds</b> will open at <b>Hayfork Elementary School</b> by September 2003. All preschool programs at the 5 SR school sites will receive training to implement a standards-based curriculum developed by <b>Trinity County Office of Education</b> . SR Initiative will <b>train ECE providers on meeting the needs of culturally, linguistically, and ethnically diverse children and families</b> . Training will be provided on <b>observation and referral skills to identify children with possible special needs</b> . K- and Pre-K teachers will meet to create kindergarten transition plans for every school. SR staff will work with community colleges to develop on-line training.	P	S	P				
Tulare	Goal is availability of <b>voluntary Pre-kindergarten for all 4-year old children at 16 SR initiative schools in 4 years</b> . County and state FIRST 5 funds provide \$100,000 per site to expand or upgrade programs and to leverage operating dollars. SR initiative establishes <b>4-week summer school academies</b> on school campus to orient incoming kindergartners and Mommy and Me programs for younger children. Emphasis is placed on <b>early identification of special needs</b> through developmental screenings and referrals to services incorporated into all commission- sponsored activities. <b>Special needs aides work onsite at preschools with children identified as functioning below age level</b> . Language acquisition and expression are key goals; books and information about schools are provided at home visits, health and community fairs, well child visits.	P		P		P	P	
Ventura	Major emphasis is to increase preschool slots. Of 1900 children entering kindergarten in Oxnard, half have no preschool experience. Will serve <b>400 new children in half-day, school-year preschool program</b> . Use local commission money for purchase of portables, and state SR funds, Head Start, and state preschool for operation. 55% of local commission funds go to Neighborhoods for Learning, which provided a platform on which to build the school readiness initiative. <b>Several Neighborhoods for Learning are interested in Preschool for All</b> . Exploring options for financing facilities and program operations. School district would be lead fiscal agent. In addition to preschool expansion, SR initiative will serve <b>500 children in one-month summer program</b> . Commission also supporting family child care networks, community college and state college to provide more training. CARES scholarships to encourage training. School Readiness initiative provides scholarships for children from families above eligibility cutoff.	P	P	S	P	P		S
Yolo	Access to quality ECE is one of two areas of emphasis in the new strategic plan. Training will be provided on <b>state Pre-kindergarten curriculum for license-exempt providers</b> to improve quality, encourage licensure, and increase consistency with state preschool. Specific initiatives will be funded through an RFP process that allows goal setting and strategies to be determined by the community.	P	P	P		P		
Yuba	The SR Initiative targets <b>5-week Kinder Camps to 180 5-year olds in Marysville Joint Unified SD</b> with no ECE experience, those exhibiting school readiness needs, and/or those with special needs. Pre-kindergarten and Kindergarten teachers will co-teach the classes; Pre-K teachers will overlap with afternoon extended-day care. During that time, parents can participate in classes and receive guidance on helping their children succeed in kindergarten. The <b>Yuba COE</b> will provide speech and language screening and instruction. Outreach workers will encourage parents to use ECE programs and/or KinderCamp, assist with KinderCamp, provide assistance with transportation and other services, and identify the school readiness needs of younger children.		P	P		P	P	

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## Preschool for All: Lessons Learned and Next Steps

The above review of national, state, and local efforts to promote Preschool for All shows the following:

- That, despite budget deficits, the interest in making preschool services available to all continues to grow in many states as a key element of education reform;
- That within the last two years, as new State Preschool and federal Head Start expansion funds as well as First 5 School Readiness funds became available in California, some local commissions and school districts together found a way to make free preschool services available to a majority of children in the attendance areas of selected low API schools;
- That some school districts have managed to piece together the financing to hire credentialed teachers with Bachelor's degrees in child development or early education, and to pay them salaries comparable with those of K-12 teachers; and
- That school attendance areas where districts allocate federal Title I funds to preschool services have been especially successful in expanding services above the current income eligibility guidelines for Head Start, State Preschool, and state and federally subsidized child care;

With more than a million children ages 3 and 4 in California, and fewer than half in any kind of structured early care and education, much remains to be done to make access to preschool available to all. Even the local commissions and school districts with the clearest commitment to preschool have not managed to make services available to all children beyond “high needs” neighborhoods, except on a fee-paying basis. Clearly, only a statewide commitment to financing these services will make preschool for all a statewide reality. Nevertheless, local First 5 commissions, whether or not they receive the new state First 5 Preschool for All Demonstration grants, can do much of the planning necessary to build a foundation for a Preschool for All Program by:

- Assessing the supply of Early Care and Education (ECE) programs in the community in order to determine what it would take to improve the workforce qualifications as well as program elements such as group size and staff-child ratios in order to meet desired quality and preschool standards;
- Estimating the costs of upgrading the current supply and expanding services to all children;
- Collecting data on the efficacy of existing preschool programs in preparing children for school;
- Learning from other communities that have come up with creative financing approaches;

- Working for the support of the School Superintendent and other school officials, and making the case for allocating Title I funds to preschool;
- Learning from the varied approaches to reach out to culturally and linguistically diverse children and their families, and to include children with special needs.

The remainder of this Planning Guide will attempt to provide some of the tools necessary to accomplish that task.

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