

*Stanislaus County Superintendent's  
Commission on Child Care  
and Preschool Development*

Presents

**Stanislaus County Preschool For All Plan  
August 2009**



## Letters to the Community

**Dear residents and workforce of Stanislaus County,**

The Stanislaus County Office of Education is committed to ensuring that every child in the County receives a high quality education. I realize that the foundation for lifetime learning begins well before a child begins kindergarten. Excellent preschool programs provide children with a safe and supportive environment in which they develop literacy, language, and problem solving skills that they will need to succeed in school. Additionally, they develop physical health habits and positive attitudes about school when immersed in a setting that supports their home language and culture. The research is clear that every dollar invested in high quality early care and education yields a \$7-16 return in savings on special education, the criminal justice system, and public assistance. That is why SCOE has assembled the Superintendent's Commission on Child Care and Preschool Development, their primary task being to construct a Plan to develop a program to provide preschool for every four-year-old in our County. We are hopeful that funding will be available to make this program a reality in the near future.

*Tom Changnon,*

*Superintendent of Schools  
Stanislaus County Office of Education*

**Dear residents and workforce of Stanislaus County,**

This Plan is the culmination of a year and a half of work researching, exploring, discussing, and evaluating Preschool For All and how it would fit into the Stanislaus County picture. I want to thank those of you who participated in or facilitated one of our many public outreach sessions and responded to our surveys. Thank you also to the many members of the Stanislaus County Superintendent's Commission on Child Care and Preschool Development for your many months of work analyzing information, and contributing to the development of this Plan. In addition, a special thank you goes to Jewelee Hotchkiss, Director II of the Child/Family Services division for her leadership and expertise in guiding the development of the Plan. We anticipate that as funding becomes available for this important endeavor, this Plan will provide a stable foundation on which to build the Stanislaus Preschool For All program.

*Deborah Clipper,*

*Executive Director  
Child/Family Services Division  
Stanislaus County Office of Education*



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## **Stanislaus County Superintendent's Commission on Child Care and Preschool Development Membership**

Irma Bravo-Lawrence	Director II, District and EL Support, Instructional Support Services Division, Stanislaus County Office of Education
David Cooper	Board Member, Children and Families Commission of Stanislaus County
Victoria Cortez, PhD.	Professor of Psychology & Child Development, California State University Stanislaus
Caroline Dias M.A.	Board Member, Stanislaus Association for the Education of Young Children, Senior Academic Advisor & Adjunct Professor, Chapman University
Francine DiCiano	Executive Director, United Way of Stanislaus County
Lisa Henry	SCOE Child/Family Services Planning Coordinator, Child Care Resource and Referral,
Blanca Marin	Past Chair, Stanislaus Head Start Policy Council
Laura Marquez	Director, Emanuel Lutheran Day Care
Dr. Maurice McKinnon, Ed.D., M.A., R.N.	Dean of Allied Health/Family Consumer Science, Modesto Junior College
Debbie Parr Noblitt	Member, Local Child Care Planning Council Project Manager, Stanislaus County CARES Project
Laurie Prusso, M.A.	Instructor of Child Development, Modesto Junior College
Sarah Ramaley, M.A.	Principal, Margaret L. Annear Early Intervention, Special Education Department, Stanislaus County Office of Education
Dawn Reece	Child Development Program Coordinator, Waterford Unified School District
Pam Reeder	President, Stanislaus Family Child Care Association

### **STAFF**

Jewelee Hotchkiss, M.A.	Director II, Child/Family Services Division, Stanislaus County Office of Education
Christine Rodriguez, M.A.	Child Development Supervisor III, Child Family Services Division, Stanislaus County Office of Education



## OTHER CONTRIBUTORS

Leticia Sida

Diane Williams

Elvira Ruiz

Linda Adams

Leilani Garcia

Kevin Riley

Maria Ruiz

Eva Blevins

Lety Cardenas

Jeany Flores

Kathy McKibben

Jenny Pettit

Heather Haubrich

Harold DeArmond

Connie Anderson

Carol Matzkind

Sarah Boxx

Sarah Marschall

Rosemary Sandoval

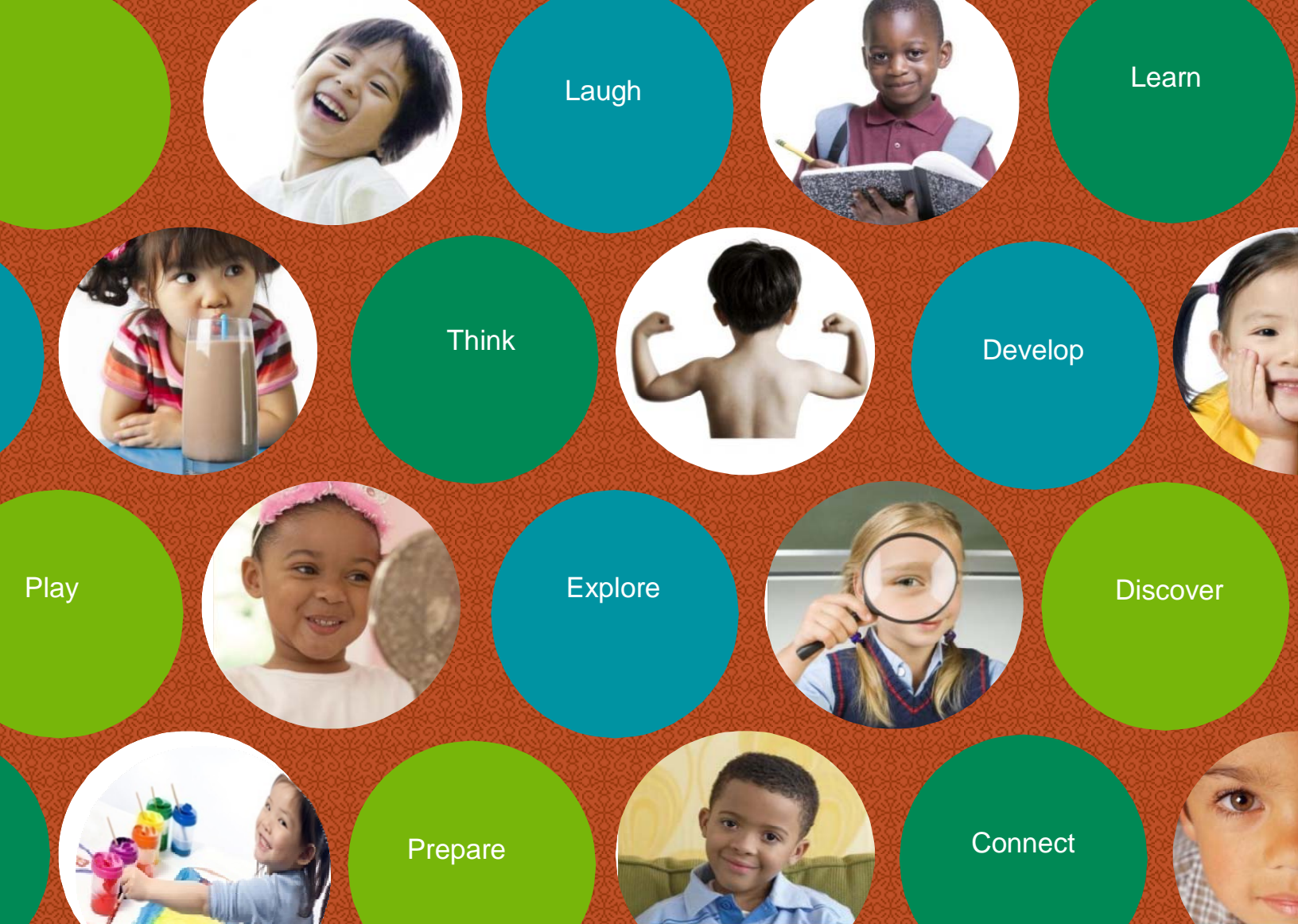
Janet Orvis-Cook

Deborah Clipper

Ramona Trejo

The many parents, teachers, and providers who attended our community input sessions and completed surveys





## Chapter 1: Executive Summary

Repeatedly, research has indicated that early childhood experiences affect children's language, social-emotional, physical, and cognitive abilities later on. Prior to kindergarten is primetime for brain development; 90% of brain development occurs by age five (Zero to Three). Children benefit greatly from attending high quality preschools staffed by well-qualified and attentive teachers who plan developmentally appropriate, child-centered activities designed to continue children's development in all areas, while introducing academic concepts. Preschool attendance is linked to a decreased need for special education services and increased likelihood for high school graduation and college attendance. The foundation for children's academic achievement begins before children enter the public school system. While research continues to indicate that the greatest gains from preschool participation are made by children in low income families, much new research points to significant gains among children across income levels. Therefore, it is crucial that all children in Stanislaus County have the opportunity to experience high quality or "excellent" preschool programs prior to kindergarten entry. For this reason, the Stanislaus Preschool For All Plan was created to ensure Stanislaus County is prepared to deliver excellent preschool programs as funding becomes available.

### *Benefits of High Quality Preschool Programs*

Various studies have explored high quality preschool participation, and its connection to school success. Multifaceted research indicates that early childhood is an essential period in which children's social-emotional, cognitive, language and physical development is impacted. High-quality preschool helps to close the school readiness gap before it becomes the achievement gap (Karlo, L. et. al., 2007). Ninety-five percent (95%) of kindergarten teachers say children who attended preschool are better prepared for kindergarten (Reynolds, 1995). Children who attended high-quality preschools performed better on reading and math tests, were more likely to graduate from high school and less likely to be placed in special education or be held back a grade (Reynolds, 2001). The effects of early childhood education on children's development have demonstrated to be significantly greater than remediation (Knudsen et al., 2006).

### *Planning*

Development of the Stanislaus Preschool For All (PFA) Plan began with the establishment of the Stanislaus Superintendent's Commission on Child Care and Preschool development in 2008. For the 2008-2009 school year, the Stanislaus County Office of Education adopted a goal to develop a plan for Preschool For All, which would set the stage for every four-year-old in the County to participate in a voluntary, excellent quality Preschool For All program.

The Commission developed the following mission: "To collaborate with the community and dedicate excellence in preschool programs to heighten school and personal success in our diverse County."

### *Needs Assessment*

The Commission conducted a needs assessment indicating that 8,431 babies were born in the county who will be eligible for kindergarten in 2010. Using this number along with recent kindergarten enrollment data it was estimated that 80%, or 6,745 four-year-olds, would elect to participate in PFA if it were available, the year prior to kindergarten. Based on the estimation that there is a current supply of 3,110 licensed preschool slots dedicated to four-year-olds, a significant gap must be filled in order to make Stanislaus PFA a reality. In laying out a plan to bridge these gaps, priorities must be established based on factors such as concentration of unmet need and attendance areas of schools with low API scores (deciles 1-3).

Given that there continues to be a substantial unmet preschool need, it is crucial to review important research that describes preschool opportunities that affect the future of children and families in Stanislaus County.

### *Community Outreach and Input on the PFA Plan*

In order to ensure that the Plan developed was community based, the Commission provided extensive opportunities for community input through means such as public outreach sessions, surveys, and ongoing communications between Commissioners and

their cohorts. A web page and email address was set up to provide a central point of communication regarding the development of the plan and to host the electronic surveys. The results of surveys, focus group results, and Commission member input provided guidance for the development of the plan.

### *Program Quality & Curriculum*

The definition of high quality in preschool programs varies greatly depending on which group is writing the definition. For some PFA, high quality is described as “excellence.” Some common quality factors are incorporated in the National Institute for Early Education Research (NIEER)’s quality standards benchmarks. These benchmarks are as follows:

1. Early learning standards
2. Teachers with a bachelor degree
3. Teachers with specialized training in early education
4. Assistant teachers with a Child Development Associate Credential (in California, an Associate Teacher Permit.)
5. Teacher in-service training of at least 15 hours per year
6. Maximum class size of 20
7. Staff to child ratios of 1:10 or better
8. Vision, hearing and health screening/referral and support services
9. At least one meal per day provided
10. Monitoring site visits.

The Commission added two additional benchmarks:

11. Parent involvement
12. Teachers develop and maintain supportive relationships with children and families.

### *Workforce*

Essential to implementation of Stanislaus PFA is establishing an educated and well-trained workforce. In terms of an educated workforce, within 10 years of implementation, each participating classroom and family child care home will be staffed by a Master Teacher with at least a Bachelor’s Degree in early childhood education and a Master Teacher permit from the California Commission on Teacher Credentialing. In addition, each classroom will have a Permit Teacher with at minimum an Associates Degree in early childhood education and a Teacher Permit. Teaching staff will participate in ongoing professional development opportunities designed to support their important work. Teacher education requirements will be phased in over a ten-year period enabling the current workforce time to complete required educational achievements.

### *Delivery Systems*

Stanislaus County currently utilizes an intricate mix of state, federal and private funding to provide child care and preschool development services to its 0-5 population. Child care and preschool services are delivered through center based, family child care, and home based visiting models. Services range from a few hours a week to full time and after

hours/weekend care. Although there is an intricate mix of preschool services available in Stanislaus County, it is estimated that there are thousands of preschoolers who miss out on excellent preschool experiences.

The implementation of Stanislaus PFA will require engagement of a variety of providers in order to meet the needs of families in regard to location and program type. Excellent programs will be delivered in well-equipped center based or family child care preschool classrooms administered by public and private PFA providers. Parents' need for full day services will be addressed through full day PFA providers and partnerships with other child care providers.

### *Facilities*

Based on the fact that an estimated 3,224 additional licensed preschool slots will be required, 161 new classrooms will be needed. A facilities survey of local school districts indicated that although most school districts recognized the importance of preschool, they did not have room to accommodate many new classrooms. Extensive partnerships with private programs will be key to implementation of Stanislaus PFA. A significant financial investment will be necessary to establish and maintain needed facilities.

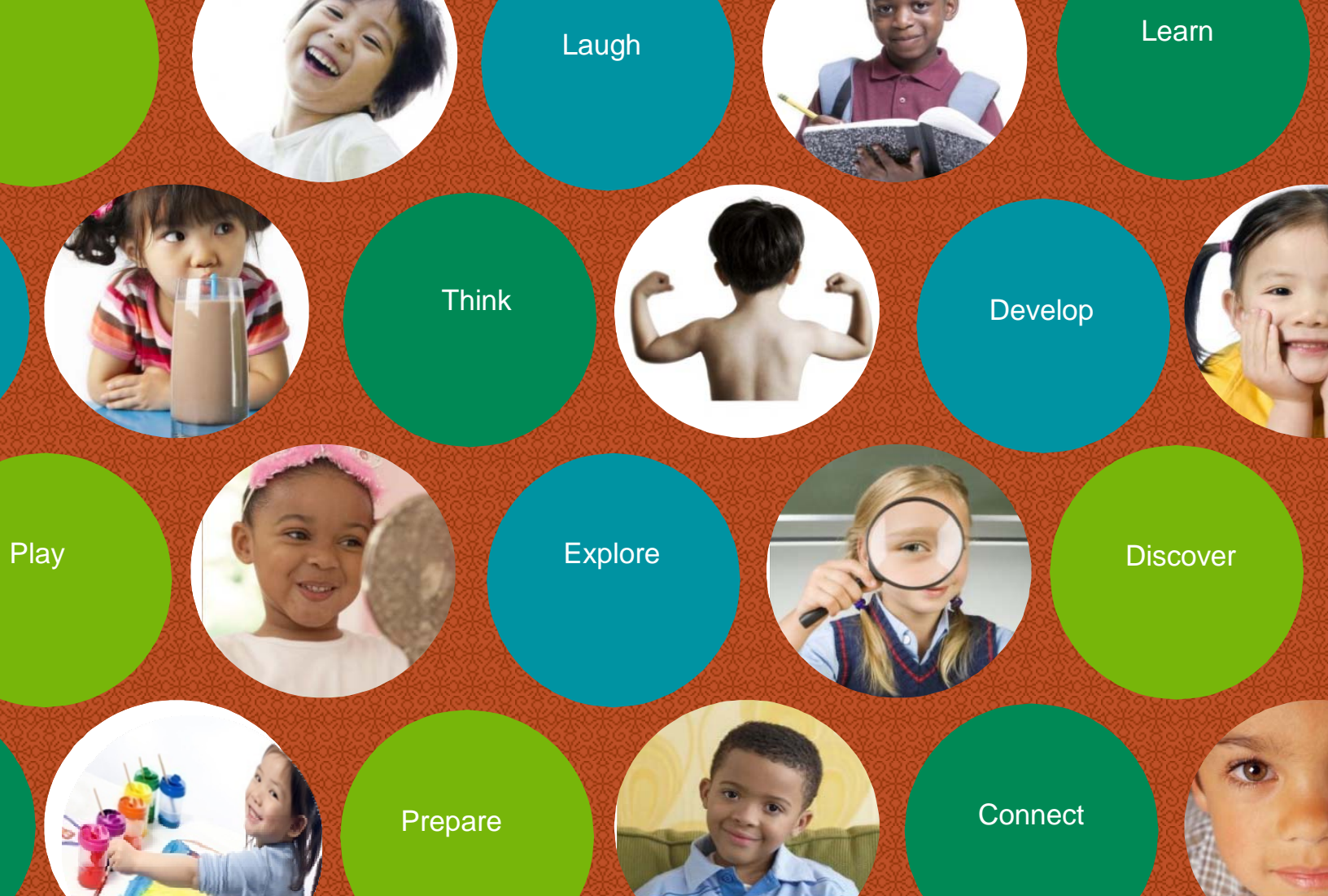
### *Finance*

It is estimated that approximately \$41 million dollars annually will enable the phasing in and operation of Stanislaus PFA. Initially, significant funds will be dedicated to assisting teachers to meet educational requirements as well as constructing and renovating facilities. Within ten years, the funds will be used to fund the full operation of PFA for every four-year-old in Stanislaus County who wishes to participate. In addition to fully funding new private and public PFA programs, funds will be used to enhance existing state and federally funded slots.

### *Implementation & Evaluation*

Implementation of the Stanislaus PFA program would occur over a ten year period. Many factors would affect the phasing in process. Effectively planning for each phase of implementation will be essential to ensuring that a place is prepared for each child whose parents choose to enroll him/her. Flexibility and creativity will be critical throughout the process.

Evaluation on the progress of this plan will be conducted on an ongoing basis. As funding becomes available and program implementation begins, evaluation will focus on factors such as enrolling children and the progress of teacher's education. Later, evaluation will be based on accomplishment of quality benchmarks and child outcomes.



## CHAPTER 2: STANISLAUS PRESCHOOL FOR ALL (PFA) PLANNING PROCESS

Publically funded Head Start and State Preschool have served low-income eligible families since 1965. Along with publically funded early care and education programs added later, services are provided to roughly 43% of eligible three to five year olds and 20% of all three to five year olds. (Holod, 2006)

Since the late 1990's multiple political actions aimed to make Preschool For All (PFA), otherwise named Universal Preschool, a reality. In 1998, charged by the State Superintendent of Public Instruction, Delaine Easton, the Universal Preschool Task Force issued a report recommending the implementation of public universal preschool within 10 years in an effort to improve the academic achievement of California's students. (Holod, 2006)

The 2002 California Master Plan for Education, began in 1999, included the key recommendation to make preschool available to all three-and four-year olds to improve school readiness. The program was proposed to be funded by the California Department of Education and administered by the county level superintendents of education. In 2004, Assembly Bill 56, later called AB 712, was created to enact Preschool For All, however was amended to create a workforce-development plan and cost study for Preschool For All in California. Although supported strongly by the assembly and senate, AB 712 was vetoed by Governor Schwarzenegger (Holod, 2006).

Ballot initiatives, the Improving Classroom Education Act of 2003 (withdrawn) and Proposition 82: The Preschool For All Act of 2006 (failed) were also developed with the purpose of establishing Preschool For All in California. Although Proposition 82 failed in the polls, exit reporting indicated that although voters agreed with the concept of Preschool For All, the funding mechanism was flawed.

#### *Development of the Stanislaus PFA Plan*

Tom Changnon, Superintendent of Schools for Stanislaus County, created the Superintendent's Commission on Child Care and Preschool Development in spring of 2008, initiating the creation of the Stanislaus County Preschool For All Plan. The Child/Family Services Division of the Stanislaus County Office of Education took on the leadership for the Commission. The Commission held meetings bimonthly as well as committee meetings as required to complete each committee's work.

Soon after its establishment, the Commission worked together to adopt a mission and two vision statements.

#### *Mission Statement*

To collaborate with the community and dedicate excellence in preschool programs to heighten school and personal success in our diverse County.

#### *Vision Statements*

- To develop a plan to provide a free, voluntary, developmentally appropriate preschool program to every four year old in Stanislaus County.
- To develop methods to meet the unmet childcare and developmental needs of Stanislaus County children from birth to five years of age.

The Commission membership represented a wide variety of key community agencies and programs within Stanislaus County:

- Head Start, Migrant Head Start & Early Head Start Grantee & Delegate
- California Department of Education, Child Development Division Contractor
- Child Care Resource and Referral
- Special Education, Early Intervention Program
- First Five Children & Families Commission



- Stanislaus Child Development Local Planning Council
- K-12 & English Language Learner School District Support
- Private Child Care Center
- Stanislaus Family Child Care Association
- Parent, Head Start Policy Council past president
- Modesto Junior College
- CARES Program (Comprehensive Approaches to Raising Educational Standards)
- California State University, Stanislaus
- Chapman University (private)
- Stanislaus Association for the Education of Young Children
- United Way

The Commission began work to develop the plan to provide a free, voluntary, developmentally appropriate preschool program to every four year old in Stanislaus County. The plan would be entitled the Stanislaus County Preschool for All Plan.

In fall of 2008, the Commission discussed and adopted six core beliefs to guide the development of the Stanislaus County Preschool For All Plan. The core beliefs regarding Stanislaus Preschool For All Planning:

1. Universal & Innovative
2. Excellent
3. Culturally & Linguistically Diverse
4. Inclusive
5. Collaborative
6. Sustainable

#### *Explanation of Core Beliefs*

##### **1. Universal and Innovative**

Stanislaus County will provide preschool for all four year olds regardless of income. Programs will be accessible in a variety of delivery system options throughout the County, making it possible for families to have the flexibility to choose an option that will best suit their family needs. Although service delivery options will vary, all programs will adhere to the same program standards set forth in this plan. While it is now evident that a substantial number of preschool children and families lacked the opportunity to participate in preschool programs, the universal opportunity will increase participation. Additionally, enrollment and utilization of the PFA program will be made simple and easy for families.

##### **2. Excellent**

Stanislaus County will adhere to excellence in all preschool programs. To continuously achieve excellence, a multifaceted approach has been developed.

High quality early childhood programs that meet certain quality standards are more likely to have a positive impact and to meet the needs of the diverse population in Stanislaus County. Stanislaus PFA programs will adhere to high standards of education, experience, professional preparation and disposition for teaching young children. Highly qualified Master Teachers will complete a Bachelor Degree in Child Development/Early Childhood Education and have at minimum 5 years teaching experience. PFA Teachers will receive ongoing professional development to ensure they have the tools they need to provide excellent and individualized services to children. While disposition may not be measurable in typical ways, by emphasizing teacher disposition as an important characteristic and as a desirable qualification the quality of the teaching staff will be enhanced.

Given that research clearly indicates the importance of research based curricula and adopted standards for children's learning goals, these elements are embedded in the Plan. The Stanislaus PFA will achieve excellence through the implementation of comprehensive standards. For example, an ongoing program monitoring system, reputable curriculum plans, set criteria for "highly qualified" teachers, low classroom ratios, low class sizes and research-based teaching methods will be utilized in order to attain and maintain program excellence.

### **3. Culturally and Linguistically Diverse**

Preschool For All programs will celebrate and support the cultural and linguistic backgrounds of enrolled children. Programs will provide environments and activities that promote the understanding and appreciation for children's cultures. Additionally, programs will provide opportunities for dual language learning for children.

Research has demonstrated that high quality early childhood programs which are reflective of children's cultures and utilize children's home languages as well as English produce the best results. Researchers have studied the effects of bilingual preschools on English acquisition and found that children enrolled in high quality bilingual preschools make significant gains in both Spanish and English over the course of one year of preschool (Winsler, 1999).

Therefore, in order to support optimal development in PFA programs, we must choose strategies and practices that linguistically and developmentally support individual children. The Stanislaus PFA program will utilize an English Language Learners Position Statement developed by the Stanislaus County Head Start Programs (Appendix D.)

Parents of English Language Learners will be alerted to the positive outcomes associated with preschool experiences that actively support English language acquisition alongside continued development of their home language. Children from English-speaking families will also have the opportunity to benefit from exposure to a second language, likely Spanish, in their classrooms.

#### **4. Inclusive**

Preschool For All programs will be inclusive of all preschool children while taking into account their unique abilities. An example of being inclusive is to provide services to children with special needs or disabilities within the same classroom environment of typically developing children when deemed to be in the best interest of the child. PFA programs will be inclusive through collaboration with Early Intervention providers. Through combining resources and efforts, collaborative programs will be able to provide enhanced services to children, augment training opportunities for teaching staff, and increase collaborations between early childhood programs and early intervention programs. These types of collaborations will address the following four main gaps: 1) The need for inclusion of severely handicapped children and children who are receiving special education services for readiness into a classroom with typically developing peer models. 2) The need for services to children with developmental delays who do not currently qualify for special education services but are not being served in any type of preschool program. 3) The need to enroll additional children who qualify for current preschool programs, including children with disabilities. 4) The need to make available a single site in which children with special needs can receive their services and attend preschool.

Preschool For All programs can close those gaps by providing inclusive services through one of several program models. Two examples are provided below:

##### Inclusive Model 1

Stanislaus PFA and Early Intervention will jointly serve children with a four day per week, 3 ½ hour per day, center base program. The children will be served in one of the two sessions, one meeting in the morning and one in the afternoon. The composition of the classes will include children who are designated severely handicapped, children who receive readiness/resource services, and children who are typically developing. There would be 15-17 children in each of the two classes, 12 with documented disabilities.

##### Inclusive Model 2

Stanislaus PFA and Early Intervention will jointly serve children designated severely handicapped children with a five day per week, 4 hour per day, center base program between two classes, each class meeting in the morning. The composition of the classes will include 4-6 severely handicapped designated children and 14-16 typically developing children.

#### **5. Collaborative**

Preschool for All programs will develop systems to effectively collaborate with parents as well as various agencies in order to assess and address the needs of children and families. Stanislaus PFA will encourage parent involvement in program assessment and improvement. PFA programs will also build on existing child care systems which adhere to established PFA standards in order to provide simultaneous services to all preschool children. Additionally, PFA programs will

address the need for full day services through collaborations with full day programs such as Head Start, California State Preschool Program as well as private centers and Family Child Care Homes which are funded primarily on parent fees. Finally, collaborations with institutions of higher education will result in a well-trained, well-prepared and adequately staffed workforce.

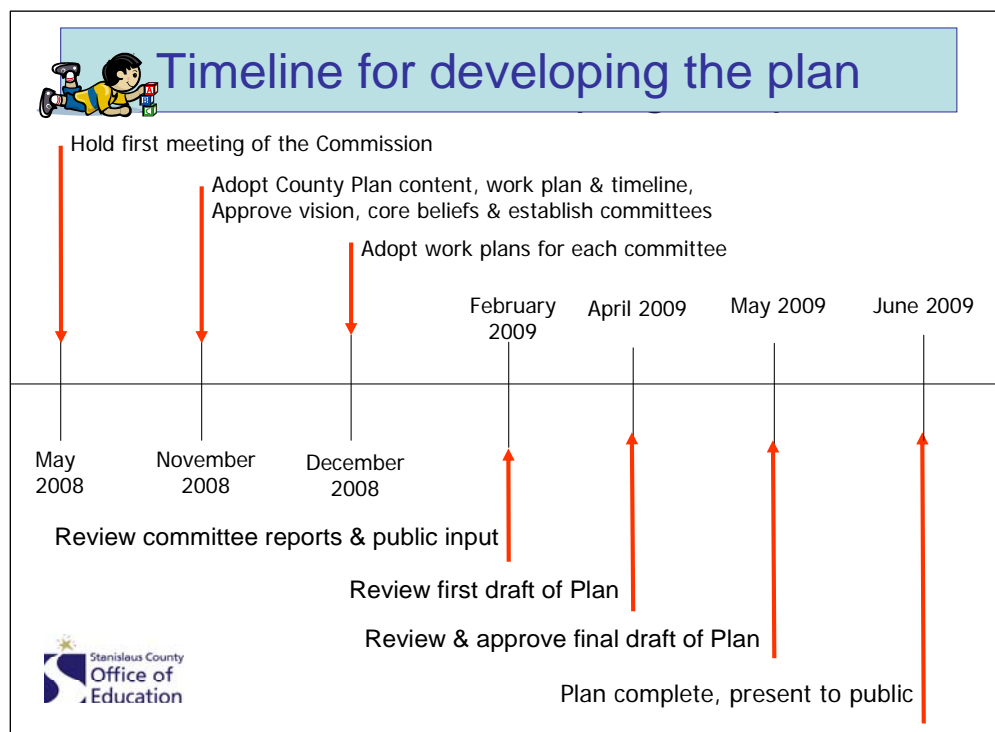
## 6. Sustainable

Stanislaus PFA establish systems to utilize existing and new early care and education funding to provide access for all four-year-olds in Stanislaus County that meets the needs of enrolled families. Future funding to implement the Stanislaus PFA program will be combined with existing funding to most efficiently and effectively utilize the public and private funding provided for this purpose. All collaborations will be described to and approved by the funding agencies prior to implementation.

### *Timeline for Planning*

In fall of 2008, the Commission discussed and adopted an initial timeline for the development of the Plan. The timeline included scheduled Commission meetings, anticipated dates for draft presentations, and public input activities. Based on the adopted timelines, a detailed work plan was created to set deadlines for completion of the many steps. The timeline was adapted in January of 2009 to accommodate a thorough public outreach campaign, which extended into the spring of 2009. The public outreach campaign was developed by staff of the Stanislaus County Office of Education in partnership with a outside contractor, Social Entrepreneurs Incorporated. The outreach campaign was reviewed with and approved by the Commission. As the work progressed, timelines and the work plan were adjusted as required. The initial timeline adopted by the Commission is presented below.

### *Organization of the Commission*



Through a clear vision of the work ahead and organization by committee, the Commissioners got to work developing a Plan to implement Preschool For All (PFA). Committees were developed to create major sections of the preschool plan. The Commission self-selected for the six committees. Each commissioner assigned himself/herself to at least one committee.

Each committee was developed to capture a wide variety of expertise in the child development field of Stanislaus County. Initial committee work was inclusive of developing goals, creating work plans, researching data, providing direction to the Plan and providing written documentation. Each committee met as needed to complete their tasks and review drafted language.

The committees were: Needs Assessment, Program Quality & Curriculum, Delivery Systems, Workforce, Facilities, and Finance. The chart below illustrates how each committee's primary work aligned with the core beliefs adopted by the Commission.

COMMITTEES			Needs Assessment	Program Quality & Curriculum	Delivery Systems	Workforce	Facilities	Finance
CORE BELIEFS	1. Universal & Innovative				X	X	X	X
	2. Excellent			X		X	X	
	3. Culturally & Linguistically Diverse			X		X		
	4. Inclusive			X	X			
	5. Collaborative			X	X	X	X	X
	6. Sustainable	X				X		X

### *Committee Membership*

- **Needs Assessment:** David Cooper & Lisa Henry
- **Program Quality & Curriculum:** Irma Bravo-Lawrence, Jewelee Hotchkiss, Laura Marquez , Laurie Prusso, Dawn Reece and Pam Reeder
- **Delivery Systems:** Irma Bravo-Lawrence, Jewelee Hotchkiss, Laura Marquez, Dawn Reece and Pam Reeder
- **Workforce:**, Victoria Cortez, Caroline Dias, Jewelee Hotchkiss, Debbie Parr Noblitt, and Laurie Prusso
- **Facilities:** David Cooper, Francine DiCiano, Jewelee Hotchkiss, and Sarah Ramaley
- **Finance:** Jewelee Hotchkiss, Sarah Ramaley, and Maurice McKinnon

### *Utilizing Public Input to Develop the Plan*

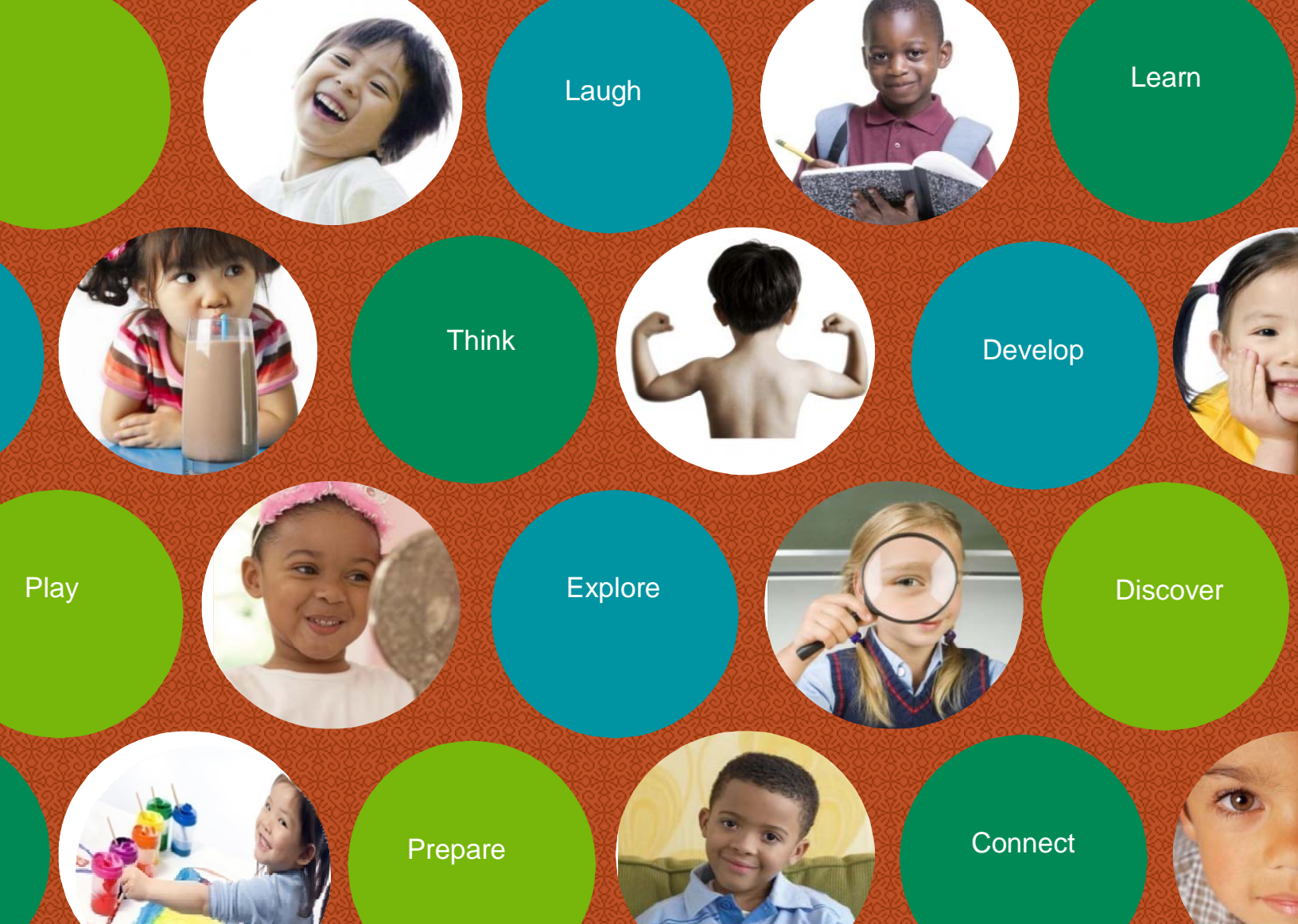
In winter 2008, the Commission discussed the importance of building support for the PFA Plan and obtaining and incorporating the public's input on the plan. This would be addressed in multiple ways. The broad inclusion of Commission members would lay the groundwork for each Commissioner to share the PFA Plan development with others in their field in order to obtain their input and guide the Plan.

In addition to this informal method, a Public Outreach Campaign was conducted in winter and spring of 2009. With the assistance of an outside contractor, SCOE staff developed a public outreach campaign designed to reach out to the people of the County to determine their needs and opinions regarding Preschool For All. The Commission reviewed and approved the Public Outreach Campaign concept prior to implementation. During the Campaign, twelve focus group sessions were held throughout the County. Sessions were conducted in the evening as well as daytime to accommodate work schedules. In the sessions, participants completed a survey, gave input on their ideal preschool program and identified barriers and assets of their communities and the County as a whole. Sessions were presented in English and Spanish as appropriate to the audience in attendance.

Several different surveys were developed to gain input in several areas from the public during the sessions. Surveys were available in both English and Spanish. The same surveys were also distributed through numerous groups and agencies in paper and electronic forms. In general, the findings from the surveys and focus groups reinforced the assertions of the Commission in all areas. This included the importance of employing qualified staff, providing access to full day care for parents who need it, and ensuring excellence in regards to program services.

### *Summary*

Through the development of the Stanislaus County Preschool For All Plan, a model for an excellent, uniform preschool program was established in 2009 by the Stanislaus County Office of Education in partnership with the early care and education community of Stanislaus County. Implementation of the Plan will be dependent on funding, but the County will be prepared for implementation once the funding is secured.



## CHAPTER 3: NEEDS ASSESSMENT

The needs assessment committee utilized the process described in The California Preschool Planning Toolkit (Muenchow, S. & Scott, K., 2006) to gather and report on applicable preschool data. The Toolkit was utilized due to its recommendation by the California County Superintendents Educational Services Association (CCSESA). It is generalized that the children represented in this Plan are “four-year-olds.” The reference to four-year-olds is intended to mean children who will be age eligible to begin kindergarten during the 2010 school year. Accurately anticipating need for PFA services will guide the development and refinement of the other chapters.

The Stanislaus PFA needs assessment committee adopted the following goals:

1. Provide data about 4-year-old children in Stanislaus County
2. Provide data regarding current preschool slots in the County
3. Provide needed data to other committees to inform their work

### **Goal #1: Provide data about 4-year old children in Stanislaus County**

Based on the guidance in the California Preschool Planning Tool Kit (2006), the needs assessment committee updated the charts on the following page based on zip code, birth rate and California Department of Social Services, Community Care Licensing data. The

County total is presented in the first chart and zip code specifics in the second. The simple unmet preschool need in Stanislaus County is 5,321.

<b>DEMAND</b>	-	<b>SUPPLY</b>	=	<b>SIMPLE UNMET NEED</b>
8,431		3,110		5,321

**Calculation of simple unmet preschool need for four-year-olds in 2010 based on birth rates in 2005 and licensed care in 2009.**

	<b>DEMAND</b>	<b>SUPPLY</b>			<b>SIMPLE UNMET NEED</b>
<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>
95307	741	236	36	272	469
95313	26	0	0	0	26
95316	101	10	0	10	91
95319	35	30	0	30	5
95323	10	0	4	4	6
95326	143	53	4	57	86
95328	70	29	2	31	39
95329	21	0	0	0	21
95350	746	456	55	511	235
95351	1,089	313	31	344	745
95354	469	164	9	173	296
95355	689	222	62	284	405
95356	458	169	16	185	273
95357	180	21	11	32	148
95358	634	49	22	71	563
95360	175	56	5	61	114
95361	378	116	20	136	242
95363	359	132	13	145	214
95367	402	104	18	122	280
95368	206	48	13	61	145
95380	824	200	4	204	620
95381	8	0	0	0	8
95382	469	178	38	216	253
95386	179	48	5	53	126
95387	19	108	0	108	-89
95385	7	0	0	0	7
95352, 95353, 95359 & 95397	0	0	0	0	0
<b>County</b>	<b>8,431</b>	<b>2,742</b>	<b>368</b>	<b>3,110</b>	<b>5,321</b>

(1) Zip Codes in the County Source: getzips.com/county; (2) Births by Zip Code, 2005, Source: California Department of Health Services, 2005 Birth Records; (3) Licensed center-based enrollment of four-year-old children in zip code. Total supply x 50% (estimated 4-year-olds) \* 80% (estimated enrollment rate) (4) Licensed large FCC enrollment of four-year-old children in zip code. Total supply x 13% (estimated 4-year-olds) Source: Stanislaus Child Care Resource and Referral; (5) Total Estimated Licensed Enrollment; (6) Simple Unmet Need; Demand (2) Minus Supply (5)

### *Comprehensive Demand Calculation*

As illustrated in the previous chart, there were 8,431 births in Stanislaus County in 2005. Kindergarten enrollment data by zip code was determined for comparative purposes. For



the purpose of estimating Stanislaus PFA demand, 80% of the children born in 2005 are projected to enroll in the Stanislaus PFA program (6,745). See chart below.

<b>DEMAND (2005 BIRTHRATE)</b>	<b>X</b>	<b>ESTIMATED PERCENTAGE OF FOUR-YEAR-OLDS TO ENROLL IN PFA</b>	<b>=</b>	<b>ESTIMATED NUMBER OF 4-YEAR OLDS TO ENROLL IN PFA</b>
8,431		80%		6,745

The intention was that kindergarten data would help account for movement trends from zip code at birth and zip code of school attendance. In the 2007-2008 school year, 7,994 children attended public kindergarten in Stanislaus County (attendance by district is presented in chart below.) It is believed that the other 437 children either moved out of the county, attended private kindergarten programs, were home schooled, or were not enrolled in kindergarten.

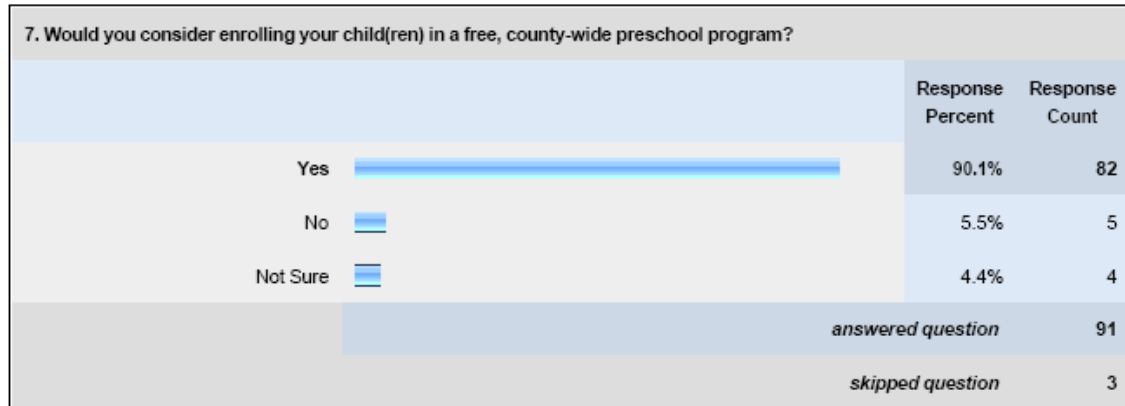
<b>Kindergarten enrollment by school district in 2007-2008 year</b>		
<b>District</b>	<b>Zip Codes</b>	<b>Enrollment</b>
Ceres Unified School District	95307, 95351	963
Chatom Union School District	95380, 95313	79
Denair Unified School District	95316	94
Empire Union School District	95357, 95354, 95355, 95319	356
Gratton School District	95316	9
Hart-Ransom Union School District	95358	106
Hickman Community Charter	95323	113
Hughson Unified School District	95326	150
Keyes Union School District	95328	167
Knights Ferry School District	95361	14
La Grange School District	95329	4
Modesto City Schools	95350, 95358, 95351, 95354, 95355	1,891
Newman-Crows Landing Unified School District	95313, 95360	226
Oakdale Joint Unified School District	95361	331
Paradise School District	95358	18
Patterson Joint Unified School District	95363, 95387	423
Riverbank Unified School District	95367	234
Roberts Ferry Union School District	95386	5
Salida Union School District	95368, 95356	289
Shiloh School District	95358	18
Stanislaus County Office of Education		41
Stanislaus Union School District	95356, 95350	363
Sylvan Union School District	95355, 95367, 95350	822
Turlock Unified School District	95380, 95382	988
Valley Home Joint School District	95361	19
Waterford Unified School District	95386	271
<b>Stanislaus County Total</b>		<b>7,994</b>

Source: retrieved: January 30, 2009 CDE Website – Dataquest

According to Stanislaus Centralized Eligibility List (CEL) data, as of July 23, 2009, 1,838 three-and four-year-olds are waiting for subsidized care. Of them, 28% may qualify for Head Start and 97% may qualify for California State Preschool Program. In addition, 1,026 children under age 3 are waiting for subsidized care. The CEL only provides a snapshot of data and can not be accepted as a clear picture of the preschool need in Stanislaus County for two main reasons: 1.) The income and need data provided by

parents is self reported and is not verified at the time of placement on the CEL. Therefore, it may be inaccurate. *Income and need documentation is obtained once an enrollment vacancy occurs.* 2.) Many families elect not to apply through the CEL for a variety of reasons, such perception they will not qualify based on income, lack of knowledge regarding the importance of preschool, and loss of hope for their child being enrolled due to long stays on the CEL.

Results from our parent/caregiver survey indicated that 90% of parents who completed the survey would participate in Preschool For All.



## Goal #2: Provide data regarding current preschool slots in the County

### Preschool Supply

An analysis of Stanislaus Child Care and Referral, Head Start, and California State Preschool program data regarding licensed child care/preschool centers and family child care indicated that between the 145 licensed child care centers and 573 licensed family child care homes in the County, 3,110 slots are available for four year olds. The child care center capacity estimate is based on 50% of licensed preschool centers' slots and an 80% participation rate of centers. The 50% mark reflects that roughly one half of enrollees in preschool centers are age four. The 80% participation rate for licensed centers reflects that while most licensed preschool centers are anticipated to participate in PFA, some will be unable or uninterested in becoming PFA providers. The family child care participation rate is based on a sample study that 13% of licensed capacity at large family child care homes is utilized by four year olds.

<b>ESTIMATED CURRENT SUPPLY OF LICENSED SLOTS FOR 4-YEAR-OLDS</b>	+	<b>ESTIMATED PERCENTAGE OF CURRENT SLOTS THAT WOULD BE UTILIZED FOR PFA</b>	=	<b>ESTIMATED NUMBER OF CURRENT SLOTS THAT WOULD BE UTILIZED FOR PFA</b>
3,110		80%		2,448

Even if PFA was implemented in 80% of the current licensed preschool slots available to serve four-year-olds in the county, a large gap would need to be addressed. The current capacity excludes 4,297 four-year olds who would likely participate in PFA.

<b>ESTIMATED NUMBER OF FOUR-YEAR-OLDS TO ENROLL IN PFA</b>	-	<b>ESTIMATED NUMBER OF CURRENT SLOTS THAT WOULD BE UTILIZED FOR PFA</b>	=	<b>ESTIMATED NUMBER OF NEW SLOTS NEEDED TO IMPLEMENT PFA</b>
6,745		2,448		4,297

Identifying that 4,297 additional slots are needed to realize the goal of fully implementing Stanislaus PFA is not sufficient to initiate planning for facilities. An additional important concern is the fact that many families' needs are not met by a part day preschool program. Many families are working, attending school or job training which makes full day services a necessity.

#### *Need for Full Day Services*

In order to assess the need for full day care in Stanislaus County, data from the Stanislaus CEL, Head Start programs, and the surveys developed for this planning process were analyzed. Based on our simple method of estimating the need for full day care, it was estimated that 49% of families will have a full day need. Data utilized for calculation was 1) July 22, 2009 CEL data source: Stanislaus CEL, 2.) 2007-2008 Program Information Report (PIR) for SCOE Migrant, Regional and Early Head Start programs. 3.) Responses from Parent/Caregiver Survey utilized in this planning process, and 4.) The average percentage of parents asked, who reported a need for full day services.

<b>Estimation of need for Full-Day Preschool</b>				
	<b>(1)CEL</b>	<b>(2)Head Start</b>	<b>(3)PFA Survey</b>	<b>(4)Total</b>
<b>Total parents/families</b>	3,861	5,194	112	9,167
<b>Percentage who need/want full day preschool</b>	31%	62%	54%	49%

For simple estimation purposes, we will assume that the existing programs meet the needs of enrolled parents in regards to providing part and full day preschool. For that reason, we will focus on the 4,297 new slots. Assuming that half of them (2,149) will need to be full day and the remaining 2,149 will be part day with two sessions sharing one classroom, an additional 3,224 licensed slots will be needed. Upon receipt of funding for PFA implementation, a thorough assessment of parental need for full day preschool would be required to accurately estimate the need for facilities. The importance of this assessment would be heightened by the need to evaluate the economic climate at the point of implementation, as employment rates will determine the need for full day programs.

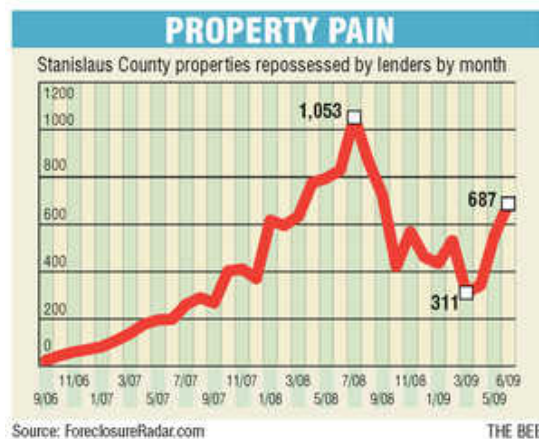
Partnerships with non-PFA providers can also support parent's need for full day care. Children who attend a part day PFA program can receive care for the remainder of the day through non-participating licensed center based or family child care programs. Parents may also opt to utilize licensed-exempt care such as relatives or family friends to provide such before and after preschool care.

#### *Trend*

At the time this plan is being written, the state, national and world economies are facing wide-spread financial challenges. Stanislaus County is facing economic and financial problems more pronounced than those faced by others around the country. According to the Bureau of Labor Statistics, the California annual unemployment rate for 2008 was 7.2 percent, while the Stanislaus County annual unemployment rate for 2008 was 11.2 percent. In the first quarter of 2009, the Stanislaus County unemployment rate was 16.8 percent, while California's unemployment rate remains at 11 percent. On July 15, 2009, the Modesto Bee ran an article about the California foreclosure crisis and provided a chart (on following page) to illustrate the foreclosure trends in Stanislaus county on a monthly basis.

As a result of the rapid changes taking place in the Counties, parents may lose jobs or homes, causing them to move within Stanislaus County or out of the County all together. Projecting preschool needs, particularly the locations of need, is made more complex.

That background provided, it is clear that throughout Stanislaus PFA implementation, it will be key to ensure that a refined assessment of need is conducted to ensure that the most current need is calculated and that centers are placed in the appropriate areas. The chart below provides a snapshot of kindergarten enrollment changes over the past three school years. It is clear that some districts bore less of an impact from the economic crisis in the County. Most significant decline of kindergarten enrollment occurred in Empire, Keyes, Modesto City, and Salida School Districts. Other factors that affected the flow of enrollment was the opening of a new charter school.



### Stanislaus kindergarten enrollment trends over time

	2006-2007	2007-2008	2008-2009	06/07-08/09
District	Enrollment	Enrollment	Enrollment	Difference in Enrollment
Ceres Unified School District	916	963	957	41
Chatom Union School District	86	79	78	-8
Denair Unified School District	108	94	104	-4
Empire Union School District	378	356	340	-38
Gratton School District	18	9	12	-6
Hart-Ransom Union School District	98	106	100	2
Hickman Community Charter	98	113	92	-6
Hughson Unified School District	153	150	152	-1
Keyes Union School District	151	167	119	-32
Knights Ferry School District	15	14	13	-2
La Grange School District	8	4	0	-8
Modesto City Schools	1,866	1,891	1,799	-67
Newman-Crows Landing Unified School District	226	226	227	1
Oakdale Joint Unified School District	374	331	359	-15
Paradise School District	18	18	23	5
Patterson Joint Unified School District	400	423	404	4
Riverbank Unified School District	243	234	245	2
Roberts Ferry Union School District	10	5	7	-3
Salida Union School District	352	289	315	-37
Shiloh School District	14	18	17	3
Stanislaus County Office of Education	23	41	230	207
Stanislaus Union School District	355	363	365	10
Sylvan Union School District	793	822	868	75
Turlock Unified School District	964	988	998	34
Valley Home Joint School District	18	19	35	17
Waterford Unified School District	222	271	237	15
<b>Stanislaus County Total</b>	<b>7,907</b>	<b>7,994</b>	<b>8,096</b>	<b>189</b>

CDE Website - Dataquest Stanislaus kindergarten enrollment trends over time

## Prioritization

The priority for implementation of PFA is key to the efficiency of implementation. In line with the recommendations placed in the California Preschool Planning Tool Kit (2006) factors evaluated in prioritization decisions included low API neighborhoods, kindergarten enrollment rates, percentage of children who qualify for free-or reduced-price lunch, and percentage of English language learners. Also considered in prioritization were existing state and federally funded preschool programs.

Priorities for consideration during implementation:

- Existing public & private preschool programs that can be enhanced to meet PFA requirements
- Local Child Care Planning Council Child Development Priorities for Stanislaus County
- Attendance areas for schools with Low API scores (deciles 1-3)
- Zip code of greatest unmet need
- Availability of facilities
- Availability of PFA providers

Due to the enormous task of increasing the availability of preschool slots, proceeding intentionally with phased in implementation will be critical. One way to approach prioritization is through an open request for proposals. Points would be assigned to proposals in a manner such as that presented below in the **Scoring** section. A prerequisite for proposals would be the availability and access to facilities in which to house the program and a commitment/demonstrated ability to progress toward full compliance with staffing and program quality benchmarks. This procedure for prioritization and phased-in implementation needs much additional discussion and analysis in order to ensure that the phasing in process is successful and based on community input.

### Scoring:

1. Program will operate within Low API school attendance boundary—20 Points  
*According to the California Department of Education's website, the Academic Performance Index (API) is the cornerstone of California's Public Schools Accountability Act of 1999; measures the academic performance and growth of schools on a variety of academic measures.*  
Schools in each ZIP code which received API Scores in deciles 1-3 in 2007 are presented in green shading in following chart. The darker the color of green, the higher the number of Low API schools in the ZIP Code.
2. Program will operate within zip code of high need area—10-25 points.  
Volume of simple unmet need in zip code is presented in blue in the chart on the following page. The darker the blue, the greater the unmet need or gap between needed preschool slots and existing preschool slots:
  - a. over 100—10 points
  - b. over 200—15 points
  - c. over 400—20 points
  - d. over 600—25 points
3. Program is within Local Child Care Planning Council priority areas 5-10 points.  
The LPC priorities are presented in red/pink in the chart on the following page. The red indicates LPC Priority #1 and pink represents LPC Priority #2.
  - a. Priority #2 ZIP code—5 points
  - b. Priority #1 ZIP code—10 points

### Analysis for Prioritization of Stanislaus PFA Implementation

(1) LPC Priority Zip Codes	(2)Concentration of Low API Scoring Schools (Deciles 1-3) in 2007		(3) Simple unmet Need			
	District	School(s)				
95307	Ceres Unified	Caswell & Walter White	469			
95313	Newman-Crows Landing		26			
95316	Denair Unified		91			
	Gratton Elementary					
95319	Empire Union		5			
95323	Hickman Community		6			
95326	Hughson Unified		86			
95328	Keyes Union	Keyes Elementary School	39			
95329	La Grange Elementary		21			
	Stanislaus Union Elementary	Muncy, Eisenhut, & Chrysler				
	Modesto City	Garrison				
95350	Sylvan Union	Sherwood, Standiford & Woodrow	235			
	Ceres Unified	Adkinson				
	Modesto City	Franklin, Kirschen, Marshall, Robertson Road, Shackelford, & Tuolumne				
95351	Modesto City	El Vista & Wright	745			
95354	Empire Union		296			
	Empire Union					
	Keyes Union					
	Modesto City					
	Sylvan Union					
95355	Salida Union		405			
95356	Stanislaus Union		273			
95357	Empire Union		148			
	Ceres Unified					
	Hart Ranson Union					
	Modesto City	Bret Hart & Fairview				
	Paradise Elem.					
95358	Shiloh Elem		563			
95360	Newman-Crows Landing Unified		114			
95361	Oakdale Joint Unified		242			
95363	Knights Ferry Elem.		214			
95367	Patterson Joint Unified	Las Palmas & Northmead	280			
95366	Riverbank Unified	Rio Altura	145			
95368	Salida Union		620			
95380	Turlock Joint Elem.		8			
95381	Chatom Union Elem.		253			
95382	Turlock Unified		129			
95386	Waterford Unified					
	Roberts Ferry Union					
95387	Patterson Joint Unified	Grayson	-89			
95385	Patterson Joint Unified		7			
Key						
(1) Local Child Care Planning Council Child Care Priorities (SCOE)		Priority 1	Priority 2	Priority 3		
(2) Concentration of Low API (deciles 1- 3) schools 2007 (CDE website)		5 schools	2-3 schools	1 school	0 schools	
(3) Simple Unmet Need		600+	400+	200+	100+	0-99



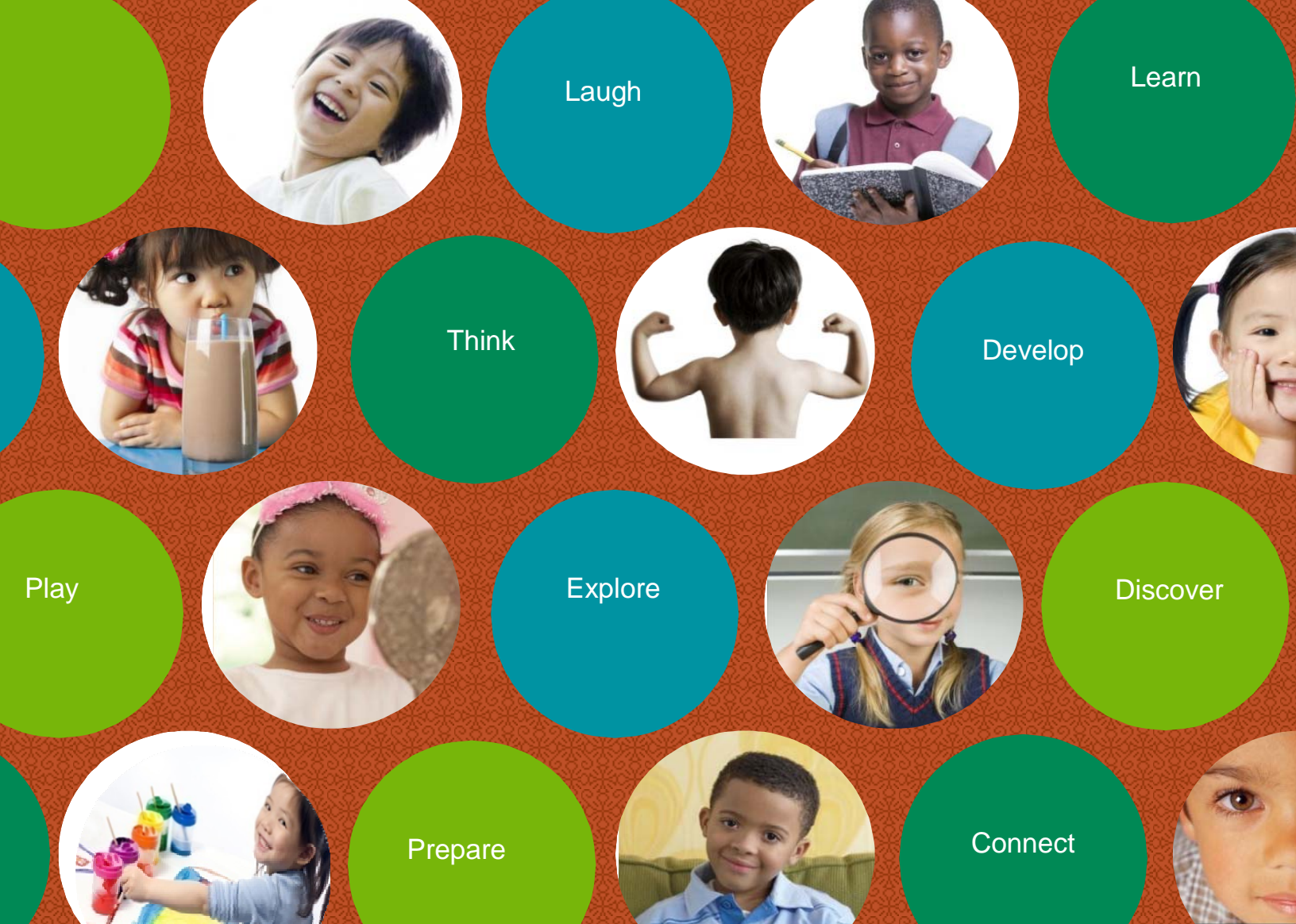
## Summary

The needs assessment conducted for the Stanislaus PFA Plan development indicated that the current supply of licensed preschool slots in the county is insufficient to meet the anticipated demand for PFA. Analysis of birth rate data, kindergarten enrollment data, licensed preschool capacity, and parental need for full day services was conducted. Data indicated that even if 2,448 current preschool slots could be converted to PFA slots, 4,297 new licensed slots would be required to provide PFA to every interested four-year-old in the County. Based on the enormous unmet need, phasing in of implementation would have to occur, ensuring that as funding is made available, they are put to best use. Based on data collected, this first effort should be directed to the Modesto City School District's Franklin, Kirschen, Marshall, Robertson Road, Shackelford, & Tuolumne Schools attendance areas. This is due to the factors considered: low API scores, high concentration of unmet need and first priority based on Stanislaus Child Development Local Planning Council recommendation.









## CHAPTER 4: COMMUNITY OUTREACH & INPUT

“Successful community engagement is based on relationships and trust. Leveraging existing relationships with the formal and informal leadership helps to create processes to effectively mobilize the community”(Social Entrepreneurs, 2009). Therefore, as part of the planning process, the Commission was composed of community agency members and sought additional community member input throughout the County. The main objective of community outreach was to understand the need for and structure of anticipated programs. Additionally the outreach process provided information about Preschool For All, helping to acquire support for the project.

### *Preschool For All Website*

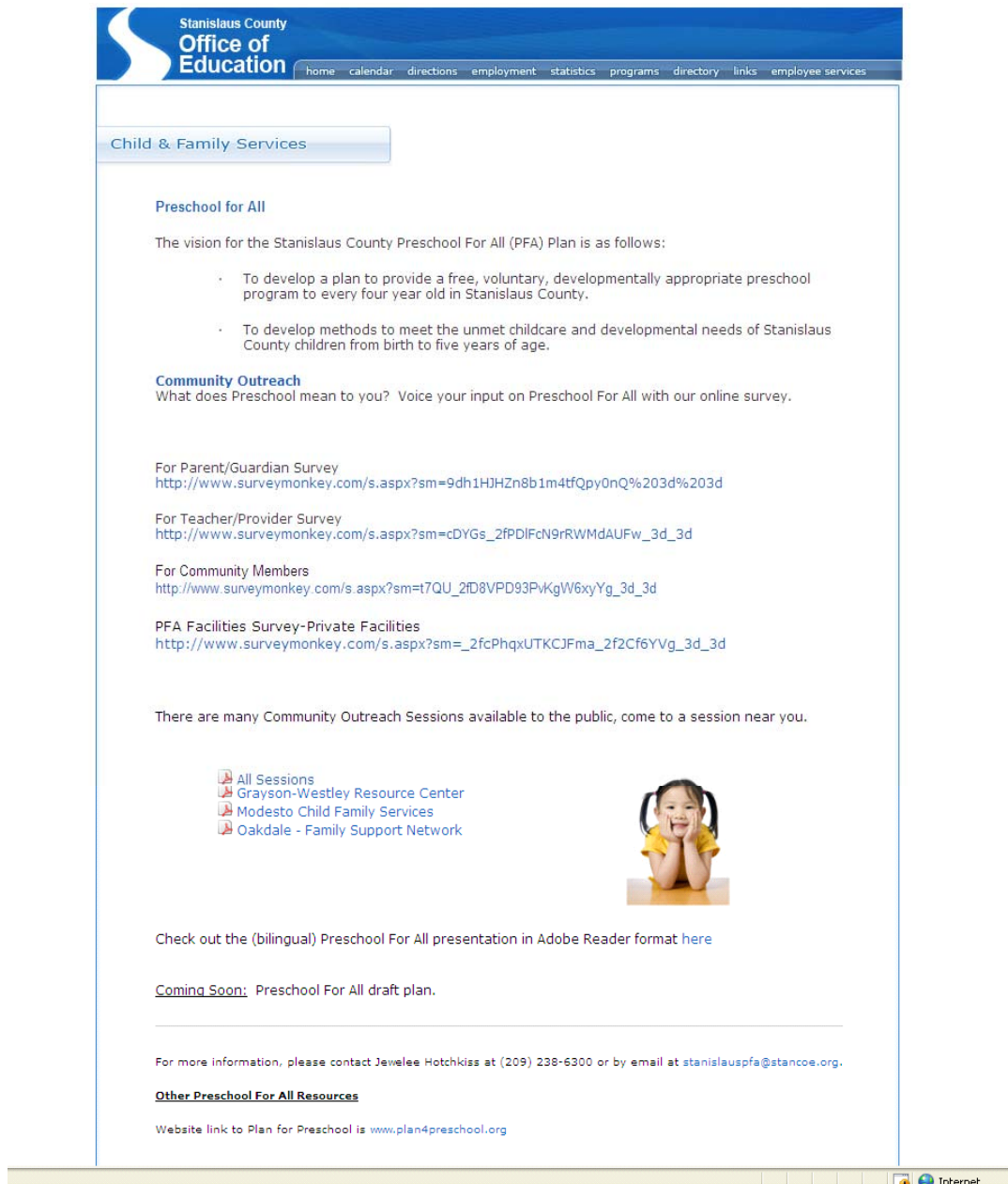
The website [www.stancoe.org/cfs/preschool](http://www.stancoe.org/cfs/preschool) was created to provide a snapshot of Stanislaus County’s vision for preschool and to provide an avenue to solicit and obtain community input on the development of the Plan. The website was made accessible through a direct link from Stanislaus County Office of Education’s home page. An e-mail address was also established, [stanislauspfa@stancoe.org](mailto:stanislauspfa@stancoe.org), to provide a way for the community to communicate with staff or ask questions. The community would access this site to receive updates on the development of the

preschool plan. The public was notified of the website through focus groups, mass e-mail and links from other websites.

The website featured links to surveys designed to capture input from parents and caregivers, teachers and providers and other interested community members, such as grandparents, health and social service providers and college students. Paper copies of the surveys were distributed to parents and teachers and entered by staff into the electronic survey. (Appendix A, B, & F)

In order to assist in the exploration for potential PFA facilities the website also provided a survey link to identify potential private and non-school public facilities. In addition to the surveys posted on the website, electronic facilities surveys were developed and links were emailed to all district superintendents and principals to determine the availability of public school facilities for PFA.

Figure 3



## Community Outreach Sessions

A community outreach toolkit was developed through a contract with Social Entrepreneurs, Inc. The purpose of the kit was to aid in the implementation of county-wide focus group sessions that captured community visions for the ideal preschool of Stanislaus County. Community outreach presenters utilized the toolkit which consisted of strategies, tools and templates. A copy of the PowerPoint presentation and surveys are included as Appendix C.

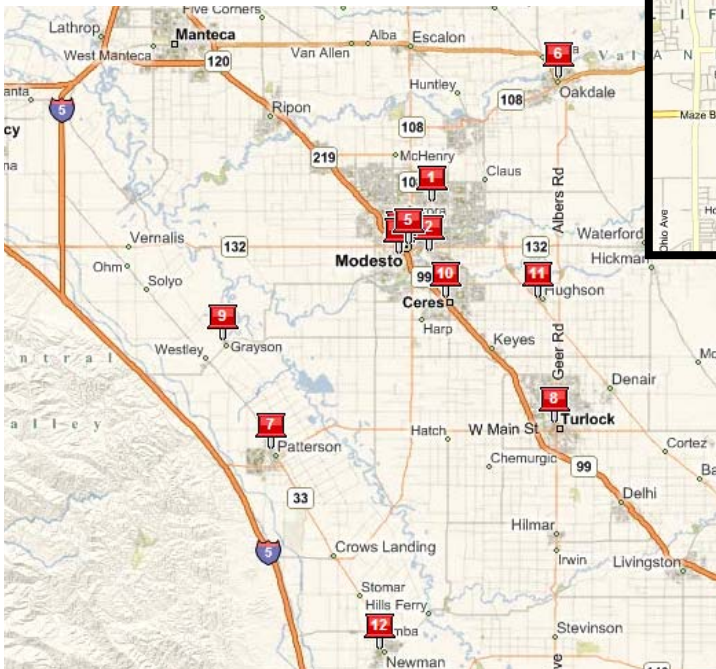
Community outreach sessions were conducted in multiple communities throughout Stanislaus County. Communities included: Turlock, Ceres, Westley, Patterson, Newman, Oakdale, Hughson, and four in Modesto, the county seat. Although some sessions had minimal turnout, group discussions were very informative and valuable. Community input discussions of the “Ideal Preschool” captured diverse opinions yet crucial and parallel to one another. Community Outreach did not end once sessions were complete; mass e-mails and advertising was conducted to link additional community members and key stakeholders to our Preschool For All website where input was open via online surveys.

The sessions were advertised through a variety of means including word of mouth, mass e-mail, and announcement through school district operated phone calling systems. In addition, eye-catching fliers were sent home with parents, displayed at early care and education centers, doctors offices, and other public spaces.

Figure 4

### Modesto Outreach Sessions:

1. 1324 Celeste Drive
2. 205 S. Santa Cruz
3. 8111 Fifth Street
4. 908 Sierra Drive
5. 1100 H. Street



### Outlying Sessions:

6. 1405 West “F” Street, Oakdale
7. 118 N. 2<sup>nd</sup> Street, Patterson
8. 352 E. Olive Ave. Turlock
9. 301 Howard Rd. Grayson
10. 2321 E. Whitmore Ave. Ceres
11. 6940 Hughson Ave. Hughson
12. 1388 Patchett Dr. Newman







# Community Outreach Toolkit

## Preschool For All

Developed by Social Entrepreneurs, Inc.  
Stanislaus County Office of Education for the

## Superintendent's Commission on Child Care and Preschool Development



# Community Outreach Toolkit

## Preschool For All



**Materials Developed by:**  
Social Entrepreneurs, Inc.  
6121 Lakeside Drive, Suite 160  
Reno, Nevada 89511  
(775) 324-4567



## GOALS AND PRIORITIES OF OUTREACH

The Superintendent's Commission on Child Care and Preschool Development has begun a process to develop a plan to provide a free, voluntary, developmentally appropriate preschool program to every four year old in Stanislaus County. As part of this planning process, the Commission is seeking the input of community members. The main objective of community outreach is to understand the need for and structure of anticipated programs. As a secondary objective, the outreach process will provide information about Preschool For All, helping to garner support for the initiative. Throughout this toolkit, strategies, tools and templates outline the process for community outreach in Stanislaus County. The toolkit provides general information first, followed by associated tools and templates. Page numbers have been omitted so that tools and templates can be easily customized and used. The contents of this document are organized as follows:

### **1. Planning and announcing the focus group**

#### ***Tools and Templates***

- a. Meeting Invitation
- b. Announcement 1
- c. Announcement 2

### **2. Holding the focus group**

#### ***Tools and Templates***

- a. Sign-in Sheet
- b. Checklist of Materials
- c. Focus Group Agenda Template
- d. Focus Group Agenda – Annotated\*
- e. Activity Quiz
- f. Parent Survey (link to online survey and hard copy version)
- g. Teacher/Provider Survey (link to online survey and hard copy version)
- h. Community Survey (for community stakeholders including representatives of business, social services, and other agencies and organizations; link to online survey and hard copy version)

\* A PowerPoint Presentation with notes is available for the focus group.

### **3. Documenting the results of focus groups**

#### ***Tools and Template***

- a. Focus group compilation tool (link to online tool and hard copy version)

### Focus Groups

A focus group is a group of people convened for the purpose of obtaining perceptions or opinions, suggesting ideas, or recommending actions. Focus groups can also be used to learn about the very specific needs or issues for a special group. The ideal focus group is small, between 8 and 10 persons, but larger groups can also be accommodated.

### Getting People to Participate

Competing priorities prevent many from attending a focus group. In order to increase participation, consider the following elements and strategies.

**Advertising:** Personal invitations often work best. Other ideas include advertising in local media (newspaper, free publications, and radio), posting flyers at frequented organizations and establishments, sending email, and mailing announcements. This is

an opportunity to use your key partners—ask them what has worked in the past for their organization, and see if they are willing to help.

**Marketing:** Most people want to help and participate, but need to know that their time and input will be valued. A brief but compelling reason that can be publicized will get many people in the door.

**Timing:** Before scheduling your focus group(s), find out if there are obvious competing meetings or obligations.

**Location:** Consider holding focus groups where people already meet. If it is appropriate for the group you are targeting, adding focus group time to an existing meeting can be a great way to minimize impact on your participants.

**Incentives:** If your budget allows, incentives such as a meal, snacks, or gift cards can increase participation, especially among hard to reach groups. Holding “breakfast” or “lunch” focus groups can be very successful.

**Closing:** Ensure that you thank your participants, and, if appropriate, let them know how they can learn more about the project in the future and how their feedback will be used. If they have a positive experience, they are likely to support the project and may also spread the word within the community.

Successful community engagement is based on relationships and trust. Utilizing and leveraging existing relationships with the formal and informal leadership helps to create processes to effectively mobilize the community.

### Associated Tools and Templates

1. **Meeting Invitation.** Customize this letter to send to members of the community.
2. **Flyers (2 designs).** Customize flyers by adding the time and location, and post where your target groups will see it.



## ***Planning the Focus Group***

# TOOLS AND TEMPLATES



## What Does Preschool Mean to You?

If you have a young child, or, are interested in early care and education, please join us for a discussion of Preschool For All in Stanislaus County. We will describe the Preschool For All planning process, and get your input about what preschool means to you and your family.

Date:

Time:

Location:

## HOLDING THE FOCUS GROUP

### Purpose and Participants

An annotated agenda has been provided for use with the focus groups. Use this agenda to meet with parents and caregivers that are potential consumers of preschool. The agenda can also be customized to meet with other community stakeholders such as preschool providers, teachers, and representatives from the business sector. The purpose of these focus groups is to learn about parent preferences and priorities for preschool, identify potential assets and barriers for implementation of Preschool For All, and to provide information and education about the initiative to the community at large. Each activity has been designed to help accomplish these purposes. As a facilitator, your job is to both provide information to the group and collect information in a way that is meaningful for the Commission. Help to ensure that the information collected in the focus group is meaningful by asking follow-up questions and documenting clearly. The agenda assumes a full hour is available for the focus group, with additional time for set up, and at least one facilitator per group.

### Associated Tools and Templates

- a. **Sign-in Sheet.** Print out 3-4 sign-in sheets for each meeting.
- b. **Checklist of Materials.** Use this tool to be sure you have everything that you need for the meeting.
- c. **Focus Group Agenda Template.** Customize this tool by entering the date and time. You can have copies available at your meeting, or, simply write the agenda on a chalkboard or flip chart paper. This helps your group know what to expect in terms of topics and timing.
- d. **Focus Group Agenda – Annotated.** Review this tool ahead of your meeting, if possible. You can use the annotated agenda to help ensure that you get the results you need from each meeting.
- e. **Activity Quiz.** Bring copies of this to your meeting if your group is targeting providers, business community, or other groups. This is an optional, icebreaker activity and requires literacy. You can have groups work on the quiz as an icebreaker, and then review during the PowerPoint, or, simply discuss the questions and answers during the PowerPoint (they are included in the slides). If you decide to pass out the blank quizzes, there is no need to collect them at meeting end.
- f. **Parent and Caregiver Survey.** This survey is designed for parents and primary caregivers of children. Bring copies of the survey to hand out at the meeting. Be sure to collect any completed surveys at the end of the meeting.
- g. **Teacher/Provider Survey.** This survey is designed for teachers, child care providers, and other professionals associated with early care and education. Bring copies of the survey (or information on how to access it online) to hand out at the meeting. Be sure to collect any completed surveys at the end of the meeting.
- h. **Community Survey.** This survey is designed for community members at large that do not fit into other categories. The community survey is appropriate for representatives of the business community, social services, and other organizations and agencies. Bring copies of the survey (or information on how to access it online) to hand out at the meeting. Be sure to collect any completed surveys at the end of the meeting.

## ***Holding the Focus Group***

# TOOLS AND TEMPLATES

## Focus Group Sign-in Sheet

Name (Please Print)	Email or Phone	I am here as a: (CHECK ONE)				Zip Code	District of Residence	Preferred Language
		Parent/Caregiver	Child Care Provider or Teacher	Business Representative	Interested Community Member			

## TOOLS AND MATERIALS NEEDED

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- ☐ Sign-sheet
- ☐ Laptop and LCD with PowerPoint presentation loaded
- ☐ PowerPoint Notes
- ☐ Flipchart and markers
- ☐ Flipchart stand (or, sticky flip chart paper/tape for walls)
- ☐ Copies of the survey(s) and envelope/folder for collecting surveys
- ☐ Pencils/pens for survey
- ☐ Meeting Agenda (Can simply be written on flip chart paper, if needed)
- ☐ Annotated Agenda
- ☐ Copies of the Activity Quiz (for focus groups with business and other professionals)
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

## Agenda

Stanislaus County Office of Education  
Superintendent's Commission on  
Child Care and Preschool Development  
Community Focus Group

Date:

Time:

5 minutes	1. Welcome and Introductions
5 minutes	2. Allowance to Complete Surveys (As people are gathering)
15 minutes	3. PowerPoint Presentation (Appendix)
30 minutes	4. Community Input: Key Questions
5 minutes	5. Closing/Collect Surveys

## ANNOTATED AGENDA: COMMUNITY STAKEHOLDER FOCUS GROUP

### **Set Up (Approximately 20 minutes or as needed before the start of the meeting)**

- **Time Constraints.** Determine how much time you have to work with. The following timeframe assumes 1 hour total group time, plus more for set up and take down. If less time is available, adjust timeframes down.
- **Room Set-Up.** Set up LCD and laptop (with PowerPoint Presentation loaded). Tape up 4-5 flip chart pages (you will need more pages as the group begins responding to the facilitation questions). Label each sheet with the following titles: *“Ideal Preschool,” “Parking Lot,” “Potential Barriers”* and *“Community Assets.”* Pass surveys out or have them available for pick up as people enter the room. Collect or leave an envelope for collection at the door. If your focus group is with members of the business community or other professionals, consider passing out the blank Activity Quiz to use an icebreaker, and reviewing the answers as part of the PowerPoint presentation.

### **Welcome, Sign-in and Introduction – 10 Minutes**

- **Welcome.** After the group is seated, send the sign-in sheet around the room and ask participants to indicate whether they are parents, child care providers, etc. They should check just one box. Let them know that we are tracking this information so that we can evaluate how well we did reaching a broad spectrum of community members.
- **Introductions.** Ask each person to say their name, how they learned about the focus group, and if they have children, their ages. This will help each individual know they are important to the process and also let you know who is in your group.
- **Surveys.** Allow participants to work on surveys as they come in the door. If they need more time, they can complete them as your group is wrapping up. (see Appendix for surveys)

### **Introduction to the Project – 15 minutes**

- Provide an introduction to the Preschool For All Project using the PowerPoint and PowerPoint notes. (see Appendix for Power Point Presentation)
- If there are questions about PFA that you cannot answer, offer to follow-up with participants. Make a note of questions and comments if possible.

### **Gathering Community Input – 30 minutes**

- Explain that you will ask the group to spend a few minutes identifying the current needs, opportunities, and barriers related to preschool and children in Stanislaus.
- Explain that you are not trying to evaluate or judge any one person's opinions or experiences, but rather to capture the thinking of as many people as possible. The group doesn't have to come to consensus about any issue.



- Ask if there are any questions before you begin. Answer questions and then begin with the facilitation questions.

### **Ideal Preschool – (about 15 minutes)**

- ☐ **As you envision high quality preschool that works for your family, what characteristics does it have?**

If the group needs more encouragement to provide feedback, ask the follow up question:

- ☐ **What are the needs related to scheduling, structure, location, and quality?**

Document the aspects that individuals identify. Where there is alignment (many people agreeing about the same characteristics) star these items.

- This question is intentionally broad and open-ended so that people can respond in whatever way they need to. Facilitators can offer some possible suggestions or stimulate conversation using survey question choices to get the group going as long as they don't intentionally lead the discussion in a particular direction.
- If subjects or comments come up that don't fit under this question, document on a different sheet (the Parking Lot).
- If the group is large (greater than 10 people) consider having people work in small groups. Allow the teams to discuss as a group, with one person documenting everything on flip chart paper. After 10 minutes, ask groups to report out the key points of their discussions.

### **Understanding Community Barriers and Assets – (about 15 minutes)**

- As the “ideal preschool” discussion winds down (or, after about 12 minutes), explain to the group that you have another question for their input. Allow there to be final comments on “ideal preschool.”
- ☐ **All new initiatives face barriers getting started. As (parents, caregivers, providers), what do you see being the barriers to success? What are the community assets and strengths that may be available to alleviate these barriers?**
- As people present their input, write down the ideas. If there seems to be good agreement or alignment, star these ideas and comments using the flip chart paper labeled “assets” and “barriers.”

### **Conclusion – 5 minutes**

- Thank participants for their time. Reiterate that their comments will be used to help develop the plan. Provide extra surveys or information about how to access the online surveys and where to return them. Let participants know how and where they can learn more.

### **Take Down and Documentation – (Approximately 1 hour after the meeting has ended)**

- After the meeting, you will need to input the results of the focus group. You will need an internet connection to log onto the Focus Group Collection Tool. The link to this survey is [http://www.surveymonkey.com/s.aspx?sm=FibL1\\_2f58Cb9gb3UQ3FaA4w\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=FibL1_2f58Cb9gb3UQ3FaA4w_3d_3d)
- Collect and send all surveys for input into Survey Monkey. Return any equipment as needed.

### **INSTRUCTIONS FOR COMPILING MEETING RESULTS**

One simple way to consolidate meeting results is using an online tool. A form has been created in Survey Monkey. After the meeting is complete, please transcribe the information into this tool, using the link below. This will allow results of all meetings to be easily collected and summarized by the Commission.

Take the flip charts and other notes from your meeting, and input them data collection tool. Alternatively, the paper version can be used (see next page of this toolkit).

[http://www.surveymonkey.com/s.aspx?sm=FibL1\\_2f58Cb9gb3UQ3FaA4w\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=FibL1_2f58Cb9gb3UQ3FaA4w_3d_3d)

Mail or drop off any surveys to:  
Jewelee Hotchkiss  
1324 Celeste Drive  
Modesto, CA 95355

## STANISLAUS OFFICE OF EDUCATION

## FOCUS GROUP INPUT TOOL (FOR FACILITATORS)

This tool has been developed so that information from Community Focus Groups can be easily compiled for the Superintendent's Commission on Preschool Plan.

Please complete this form for each focus group.

About the Focus Group

*These questions will help us to see where focus groups were held, how many were in attendance, and what groups they represent.*

**1. Please provide information about this group.**

Facilitator's Name:

Group Location:

Address:

Address 2:

City/Town:

ZIP/Postal Code:

Date of Focus Group:

**2. Please use the sign-in sheet to determine how many were in attendance.****3. Using the sign-in sheet, please indicate how many were in attendance from the following groups.**

- \_\_\_\_\_ Parent/Caregiver
- \_\_\_\_\_ Child Care Provider or Teacher
- \_\_\_\_\_ Business Representative
- \_\_\_\_\_ Interested Community Member
- \_\_\_\_\_ Unknown

**4. Please estimate the meeting time.**

- \_\_\_\_\_ Equal or less than 30 minutes
- \_\_\_\_\_ More than 30 minutes, but less than 45 minutes
- \_\_\_\_\_ More than 45 minutes, but less than an hour
- \_\_\_\_\_ More than one hour but less than 1.5 hours
- \_\_\_\_\_ More than 1.5 hours

*Next, document responses to the question:*

**"As you envision high quality preschool that works for your family, what characteristics does it have? What are the needs related to scheduling, structure, location, and quality?"**

**1. Ideal Preschool: Comments about Schedule and Structure**

Please input comments (if any) about the ideal preschool schedule and structure. This may include information such as "Part-time, morning-only, etc." Note with an asterisk\* any comments or issues where there was good agreement within the group.

## **2. Ideal Preschool: Comments about Location**

Please input comments (if any) about the ideal preschool location. Note with an asterisk\* any comments or issues where there was good agreement within the group.

## **3. Ideal Preschool: Comments about Quality**

Please input comments about the quality. This may include information relating to preschool staff and education, communication, curriculum, etc. Note with an asterisk\* any comments or issues where there was good agreement within the group.

## **4. Ideal Preschool:**

Please document any other comments here.

*Next, input information from the question:*

**"All new initiatives face barriers getting started. As (parents, caregivers, providers), what do you see being the barriers to success? What are the community assets and strengths that may be available to alleviate these barriers?"**

### **1. Potential Barriers:**

Please document barriers identified by participants here. Note with an asterisk\* any comments or issues where there was good agreement within the group.

### **2. Community Assets:**

Please document assets identified by participants here. Note with an asterisk\* any comments or issues where there was good agreement within the group.

### **3. Community Barriers and Assets:**

Please document any other comments here.

*On this page, document any issues noted for the "parking lot", questions that were asked by participants, and your comments.*

**1. Please input issues that were noted for the "parking lot".**

**2. Please input any questions that you felt were noteworthy.**

**3. Of participants' questions, do any require additional follow up?**

**If yes, please describe what is needed.**

**4. Facilitator Comments and Questions: Please input any comments or questions you have as the facilitator.**

**You have completed this tool.**

**Thank you for your time and assistance with this important project!**

Mail or drop off this form, along with any surveys to:

Jewelee Hotchkiss  
1324 Celeste Drive  
Modesto, CA 95355

## Community Focus Groups Results

**Table 1 Ideal Preschool**

	Hughson	Ceres	Modesto (S. Cruz)	Modesto (Celeste)	Modesto (5 <sup>th</sup> St)	Modesto (S. Vista)	Newman	Patterson	Turlock	Westley
Academic	X		X		X	X	X		X	
Developmentally Appropriate	X		X	X	X		X	X	X	
Full Day Option for working parents	X			X	X	X		X	X	
Located on school site	X					X	X	X		X
Good school-home communication	X				X		X	X		
Qualified Staff/teachers w/ child development background	X	X	X			X	X		X	
Positive & caring adults		X		X						X
Low child to adult ratios (1:8 to 1:10)		X	X	X	X		X			X
Safe & clean		X		X		X		X		
Small class sizes					X					
FCCH Option		X						X	X	
Parenting Classes	X	X								
Involve college students (Lab)			X							
Parent Involvement			X	X	X		X			
Strong mental health support			X							
Ties to Early Intervention			X							
Well developed classroom environment, attractive and well-supplied				X			X	X		
Open door policy				X						
Meal Service					X	X				
Equality for parents & children	X					X				
Close to home							X			
Transportation							X	X		
Positive interaction among children							X			
Bilingual								X	X	
Ongoing teacher & provider training								X		
Culturally competent staff										X
Field trips							X			X

### Key

	Expressed at 6 or more focus groups
	Expressed at 4-5 focus groups
	Expressed at 3 focus groups

**Table 2 Potential Barriers**

	Hughson	Ceres	Modesto (S. Cruz)	Modesto (Celeste)	Modesto (5 <sup>th</sup> St)	Modesto (Sierra)	Newman	Patterson	Turlock	Westley
Language: Monolingual Spanish-speaking parents	X							X		
Scheduling for working parents if program is part day only	X								X	X
Parent Education on the importance of Preschool	X									X
Parents unaware of PFA							X			
Providers: marketing to include them			X							X
Lack of funding to implement PFA		X		X	X		X		X	
Finding sufficient facilities		X				X	X		X	
Finding sufficient qualified staff		X		X		X	X		X	
Teacher pay (funding to pay at comparable level to k-12)				X						
Some families choosing not to participate			X							
Recruiting parent volunteers			X	X						
Too many child applicants in a specific area			X							
Meeting the needs of English language learners and disabled children			X							
Parent involvement			X							
Home & school rule differences				X						
Different philosophies: (academic/child development, religious curriculum)				X						
Lack of community support					X				X	
Transportation						X		X	X	X
Bureaucracy when utilizing public system							X			
Attending Modesto trainings is hard for staff in outlying areas								X		
Cultural competency of staff										X

**Key**

Expressed at 6 or more focus groups

Expressed at 4-5 focus groups

Expressed at 3 focus groups



**Table 3 Community Assets**

	Hughson	Ceres	Modesto (S. Cruz)	Modesto (Celeste)	Modesto (5 <sup>th</sup> St)	Modesto (Sierra)	Newman	Patterson	Turlock	Westley
Cohesive curriculum between preschool and kindergarten	X									
Parent/family resource center can partner for parent education and Spanish translation	X	X								X
Quality preschool models, such as Head Start	X				X					
Avenues for family networking	X									
Community Center/Community based organizations	X	X	X	X						X
School district provides kindergarten transition meetings	X									
Kindergarten Camp (2 weeks)	X									
Potential facilities: churches & schools		X				X				
There are children who need preschool		X	X	X	X					
Health Clinics		X								
Community is supportive			X	X		X	X			
Existing licensed centers		X		X	X				X	
Potential Business partners		X								
Superintendent, principals, and K-12 teachers are supportive			X		X	X	X			
Parents are involved and motivated to access preschool for their children			X			X	X	X		
Teachers are working on BA degree completion				X						
Public transportation (Dial-A-Ride)									X	

**Key**



Expressed at 6 or more focus groups  
Expressed at 4-5 focus groups  
Expressed at 3 focus groups

### *Analysis of Community Focus Group Results*

The activities utilized in the focus groups provided an excellent opportunity to gain insight from participants as to their visions of the ideal preschool as well as potential barriers and assets to expect along the path to implementation. Some common threads were present throughout the focus groups. Although twelve focus groups were offered, only ten of them were attended by the public. Therefore, the results will reflect the results of the ten.

Based on the results from the “Ideal Preschool” activity, it was clear that the Stanislaus Preschool For All (PFA) program should have a developmentally-appropriate curriculum, which prepares children to enter kindergarten with experience and skills necessary to succeed in the academic setting.

The PFA classroom environment should be, safe, clean, well organized, attractive and well supplied in order to support children’s learning. Participants expressed a preference for PFA facilities to be located on school sites. Teachers should be well-qualified for their positions, including a solid educational and experience background in child development.

It was agreed by a majority of focus groups that a low adult to child ratio of 1:10 or better should be maintained in PFA. Full day and family child care models should be included to meet the diverse needs of parents, including those who are working full time.

Relationships between parents, teachers and children were seen as the core of a successful PFA program. Teachers should be caring and positive. Parents should be involved and regularly volunteer. There should be excellent communication between home and school.

Some potential barriers were identified across focus groups. The four major barriers to PFA implementation were identified by six of the ten focus groups as a lack of funding, a lack of facilities, transportation and a lack of qualified staff. Another common concern was the ability for working parents to participate should the program be offered as part day only.

The participants also identified several key assets. Six of the ten focus groups felt that there was strong support for PFA among principals, teachers, parents, and the community in general. It was also recognized that having the strong support of the Stanislaus County Superintendent of Schools was evidenced by his allocation of staff and resources to develop this Plan. Six of the ten focus groups agreed that the availability of existing licensed early care & education centers as well as local community centers and organizations was an asset. Several focus groups indicated that they felt that children are a definite asset.

### *Summary*

The Community Outreach efforts were successful in that they reached out to the public in all areas of the county. Significant numbers of parents, teachers, family child care providers, and community members attended sessions and gave their input through completion of fliers. The assertions of the public were supported by research and integrated throughout the Plan. The website that was created will provide a means to communicate with the public regarding the Preschool For All effort.

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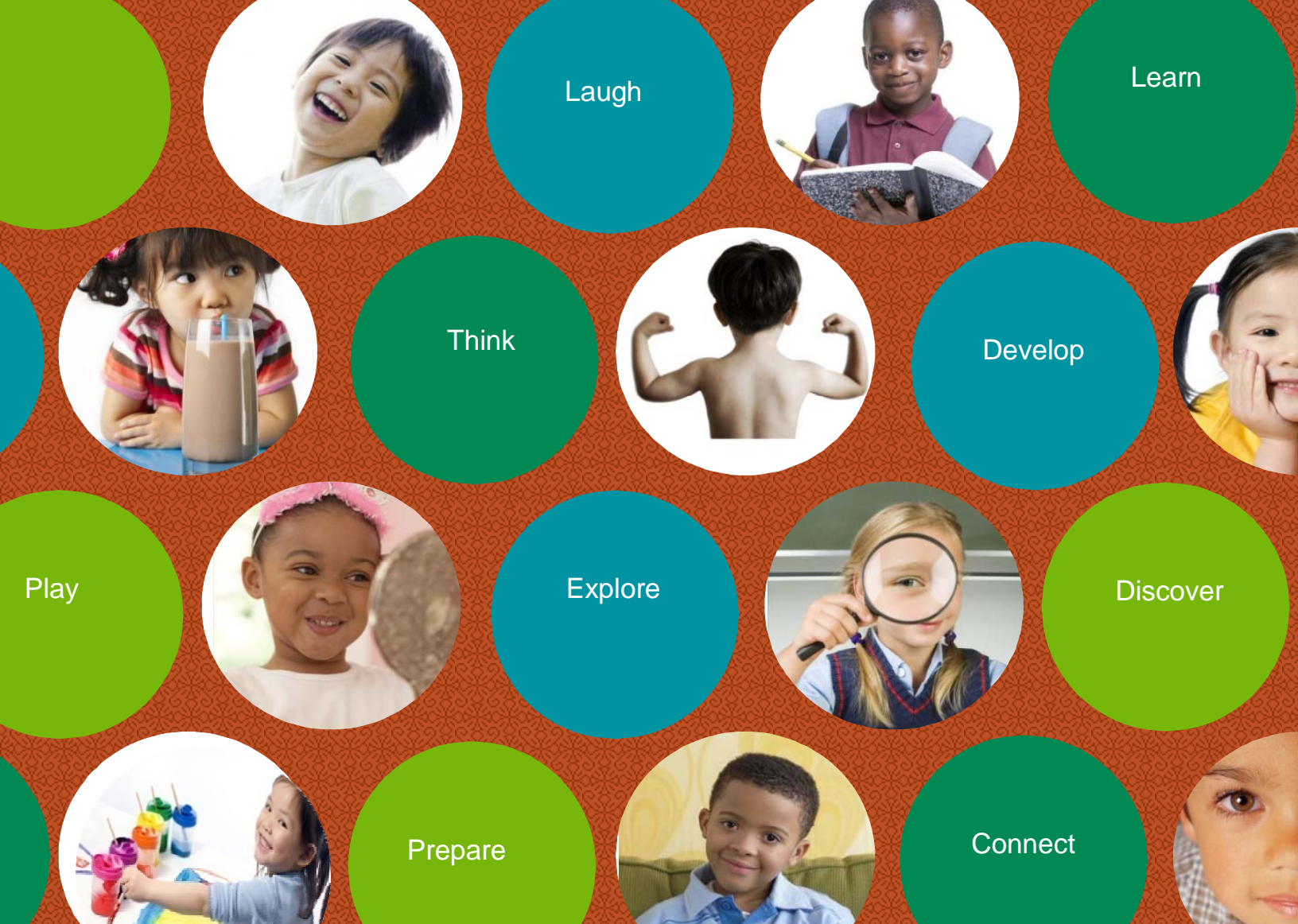
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## CHAPTER 5: PROGRAM QUALITY AND CURRICULUM

### *Benefits of preschool*

Various studies have explored high quality preschool participation, and its connection to school success. Multifaceted research indicates that early childhood is an essential period in which children's social-emotional, cognitive, language and physical development is impacted. The impact of early childhood education on children's development has demonstrated to be significantly greater than remediation (Knudsen et al., 2006).

For example, a longitudinal study by Schweinhart, Lawrence J. in 1962, called the High/Scope Perry, identified both short term and long term effects of high quality preschool education programs for young children living in poverty. A High Scope Perry Preschool program was operated for young children to help them avoid school failure and related problems. A sample of 123 low-income African American children were assessed to be at risk of school failure and 58 were randomly assigned to a program group that received a high-quality preschool program at age 3 and 4. The other 65 children were assigned to another group that received no preschool program. The project staff collected data annually on both of the groups from ages 3 through 11, and again at ages 14, 15, 19, 27,

and 40. The major conclusion of the study was that high-quality preschool programs for young children living in poverty contribute to their intellectual and social development in childhood (Schweinhart, 2005). An additional conclusion of the study was that high-quality preschool programs contribute to young children's school success, economic performance, and reduced commission of crime in adulthood (Schweinhart, 2005). The study confirms that the long-term effects are lifetime effects (Schweinhart, 2005).

Frede (1995) reviewed and analyzed a variety of research studies that measured the effects of quality in early care and education to look for common elements that are critical to the long-term effectiveness of preschool. The conclusions of the analysis was that effective programs were characterized by combinations of most of the following elements: (1) small class sizes with low ratios of children to teachers; (2) teachers who received support to reflect on and improve their teaching practices; (3) a concentrated or long lasting intervention; (4) ongoing, child-focused communication between school and home; and (5) use of some curriculum content and classroom processes that are similar to what children encounter in traditional school setting.

Barnett (1995) critically reviewed 36 studies to examine the long-term effects of early childhood programs. Results indicated that early childhood programs can produce large short-term benefits for children on intelligence quotient (IQ) and sizable long-term effects on school achievement, grade retention, placement in special education, and social adjustment.

According to Schweinhart (1994), studies suggest that high-quality preschool programs for young children produce significant long-term benefits because they empower young children, parents, and teachers. High-quality programs empower young children by encouraging them to initiate their own learning activities (Schweinhart, 1994). Additionally, active learning encourages children to solve everyday intellectual, social, and physical problems. High-quality programs empower parents by involving them as partners with teachers in supporting their children's development. Finally, such programs empower teachers by providing them with inservice curriculum training and supportive curriculum supervision. This helps teachers engage in practices that support children and parents (Schweinhart, 1994).

#### *Stanislaus PFA: Research to Practice*

Program Quality and Curriculum are two key components of preschool planning in that developmentally appropriate curriculum plans which are implemented play a crucial role in providing high quality or "excellent" educational services to children.

The Program Quality and Curriculum committee adopted three primary goals as follows:

1. Adopt a clear definition of excellence in Preschool For All
2. Establish a system to assess and ensure Preschool For All providers achieve and maintain excellence
3. Recommend a curriculum plan which is developmentally appropriate and meets the diverse needs of children.

---

## **Goal #1: Adopt a clear definition of excellence in Preschool For All**

### *Definition of Preschool Excellence*

The committee adapted and adopted the NIEER quality standards benchmarks regarding program quality or “excellence”. The ten benchmarks include:

1. Early learning standards
2. Teachers with a bachelor degree
3. Teachers with specialized training in early childhood
4. Assistant teachers with an Associate Teacher Permit
5. Teacher in-service training of at least 15 hours per year
6. Maximum class size of 20
7. Staff to child ratios of 1:10 or better
8. Vision, hearing and health screening/referral and support services
9. At least one meal per day provided.
10. Monitoring Site Visits

The Program Quality subcommittee of the Stanislaus Superintendent’s Commission on Child Care and Preschool Development added two additional benchmarks to capture previous quality descriptions used by NIEER as well as lessons learned by implementing Head Start and California State Preschool programs.

The two additional Benchmarks are:

11. Parent Involvement
12. Teachers develop and maintain supportive relationships with children and families

According to the State of Preschool 2008 State Preschool Yearbook from the National Institute for Early Education Research (Barret, Epstein, Friedman, Boyd & Hustedt, 2008) the California State Preschool Program meets four of the ten quality benchmarks: 3. Teachers with specialized training in early childhood; 5. Teacher in-service training of at least 15 hours per year; 7. Staff to child ratios of 1:10 or better; 10. Monitoring Site Visits.

In order to ensure that all 10 benchmarks are met for Stanislaus PFA, supplemental requirements will be placed on the Stanislaus PFA program. As a result of the California Department of Education Child Development Division’s efforts, work is in place to achieve benchmark 1 early learning standards. This will occur through the 2010-2011 implementation of the California Preschool Learning Foundations. The Desired Results Developmental Profile for Children and Families will be aligned to the Foundations.

The Stanislaus PFA Benchmark Implementation Plan, beginning on the following page, describes how Stanislaus PFA will implement the NIEER quality standard benchmarks as well as those developed by the Program Quality Subcommittee. Much of the language in the Quality Indicator column is from NIEER publications Espinosa (2002) and Barret, et.al. (2008).

## Stanislaus PFA Benchmark Implementation Plan

### Benchmark #1, Early Learning Standards

#	QUALITY INDICATOR	STRATEGY	TIME FRAME	DOCUMENT- ATION
1.1	<p><i>Teachers use a curriculum with specified goals, approach toward learning, expected outcomes and assessment procedures. Teachers should be able to describe their curriculum, why it was chosen and what they are accomplishing with it.</i></p>	Teachers provide experiences for children designed to address all areas in the California Preschool Learning Foundations, volumes 1 & 2 and revised Desired Results for Children and Families system when available (2010-2011)	Ongoing	DRDP-R Observations Monitoring Documentation Activity Plans
		Teachers fully implement Creative Curriculum practices for preschool classrooms. Children are free to make choices among many individualized options throughout learning environments	Ongoing	Observations Monitoring Documentation Activity Plans
		Activities are based on developmental assessment of 8 domains of Learning and Development (Outcomes) and individual education goals which are developed in conjunction with parents.	Ongoing	Summary of Child's Developmental Progress Activity Plan
1.2	<p><i>Children are respected, nurtured, and challenged. They enjoy close, warm relationships with the adults and other children in their classroom. They frequently interact and communicate with peers and adults; they do not spend long periods of time waiting, being ignored, or isolated. Children enjoy and look forward to school.</i></p>	The daily schedule is developmentally appropriate (including photos for children's understanding). Lining up and wait time are kept to a minimum (1-4 minutes max.).	Daily	Observations Monitoring Documentation
		Children are alerted to transitions to allow adequate time to prepare. Indoor / outdoor activity periods are long enough to give children time to select materials and activities, plan what they want to do, and cleanup afterward without feeling rushed.	Daily	Observations Monitoring Documentation
		Changes to the Activity Plan or inclusion of spontaneous activities and children's interest will be written on the plan throughout the week to reflect actual activities (for example in relevant areas or "Notes" section).	Daily	Observations Monitoring Documentation





1.5	<i>The children's home language and culture are respected, appreciated, and incorporated into the curriculum and the classroom.</i>	Staff uses responsive language and speaks to children at their eye level and in their home language as needed or whenever possible.	Ongoing	Observations Monitoring Documentation
		Staff encourage children's communication by listening and paying attention to cues or attempts to communicate.	Ongoing	Monitoring Documentation Observations Summary of Child's Developmental Progress
		Incorporate children's varying temperament and learning styles, interests, and individual rates of development when planning environments and activities.	Ongoing	Activity Plan
		Provide a varied selection of materials that are accessible to children and reflect the family's and community's cultures.	Ongoing	Cultural Materials Observations Activity Plan
		Invite parents and other community members (who speak the home language of children, whenever possible) to participate and share activities or information about their cultures.	Ongoing	Activity Plan Volunteer Sign-In
		Ask parents to share or suggest music, stories, activities and games that reflect the family's home culture.	Ongoing	Parent Contact Record Activity Plan Minutes of parent meetings Summary of Child's Developmental Progress
1.6	<i>Children participate in individual, small-group, and large-group activities. They learn important social and self-regulation skills through adult guidance and appropriate discipline. All children are not expected to develop at the same rate;</i>	Use community-based resources (including relevant photos) to develop anti-bias, multi-cultural activities and materials.	Ongoing	Activity Plan Family Home Visit Plan Monitoring Documentation
		Conversations and contact between children of varying languages and abilities is encouraged in small groups.  Teachers plan activities are based on developmental assessment education goals and strategies. Children are	Daily  Daily	Observations Monitoring Documentation  Observations Monitoring Documentation Activity Plans

	individual needs and abilities are accommodated in all learning activities.	free to make choices among many options.		
1.7	<p><i>Children learn the skills necessary for future academic success.</i> Language and literacy activities include frequent interactive book reading, expanded conversations with adults, opportunities to read and write throughout the day and a positive, joyful climate for learning. They have opportunities to learn the language of school—how to listen, follow directions, respond to teacher questions and initiate problem-solving.</p>	<p>Teachers name the objects, concrete actions, and concepts the children cannot yet verbalize within a meaningful context. Create vocabulary lists of “new words” based on current study or theme and post in preschool classrooms. If group is predominantly Spanish speaking, offer vocabulary list in Spanish and introduce some words in English at the beginning of the year. Offer more vocabulary words in English and Spanish as children progress.</p> <p>Provide activities to develop listening skills; for example: daily inclusion of stories, poems, games, finger plays, and songs</p> <p>Provide music and movement as part of the daily routine so children experience prescribed movements and creative dance to practice new physical skills and promote physical activity for good health &amp; obesity prevention.</p> <p>Have parents/guardians participate in the development of their child’s cognitive and language skills through activities such as volunteering in the classroom, contributing to class discussions and projects, reading to their children, and utilizing Family Activity Calendars.</p> <p>Teachers will provide concrete hands-on play opportunities to engage children and encourage expression of their ideas, thoughts, and feelings in their home language.</p> <p>Teachers provide a print rich organized environment; label</p>	<p>Daily</p> <p>Daily</p> <p>Daily</p> <p>Ongoing</p> <p>Daily</p>	<p>Observation Activity Plans Monitoring Documentation Observations DRDP-R</p> <p>Observation Activity Plans Monitoring Documentation Observations DRDP-R</p> <p>Observation Activity Plans Monitoring Documentation Observations DRDP-R</p> <p>Volunteer Sign in Sheets Family Activity Calendars Activity Plans Monitoring Documentation</p> <p>Observation Activity Plans Monitoring Documentation Observations DRDP-R</p>



1.9	<i>Children's natural curiosity is used as a powerful motivator.</i> Their interest in everything in their environment as well as ideas and concepts contribute to the design of activities and curriculum.	Teachers provide time and opportunities for the child to explore and discuss things of interest to him/her, both in one-on-one and small group setting, through planned and spontaneous activities.	Daily	Observation Activity Plans Monitoring Documentation DRDP-R
1.10	<i>Children are given variety in their daily schedule.</i> A child's day should allow for active and quiet time, indoor and outdoor time, short activities and longer ones to increase attention spans, and careful planning to address all aspects of development for all children.	<p>Preschool classrooms shall be observed and routinely monitored by teaching staff and monitors to assess level of child participation in classroom activities and interest areas to make adjustments as needed and ensure progress in the 8 Domains of Learning and Development (Outcomes).</p> <p>Provide a balanced program of age appropriate activities for children (i.e., child-initiated and staff directed; large group, small group, and individual activities; quiet and active; listening and talking).</p> <p>Review schedule and plans to ensure time and opportunities are provided for the child to explore and discuss things of interest to him/her, both in one-on-one and small group setting, through planned and spontaneous activities.</p> <p>Time will be allowed and include individual considerations for the following routines as appropriate: such as arrival and departures; meals and snacks, sleeping/resting, cleanup; Transitions from one activity to another indoor/outdoor; Self-help skills such as toileting, dressing, washing hands/face, tooth brushing</p>	<p>Daily</p> <p>Daily</p> <p>Daily</p> <p>Daily</p>	<p>Observation Activity Plans Monitoring Documentation DRDP-R</p> <p>Observation Activity Plans Monitoring Documentation DRDP-R</p> <p>Observation Activity Plans Monitoring Documentation DRDP-R</p> <p>Observation Activity Plans Monitoring Documentation DRDP-R</p>
1.11	<i>Teachers teach important concepts such as mathematics and early literacy through projects, everyday experiences, collaborative activities, and active curriculum.</i>	Teachers place emphasis on problem solving, exploration, observation, discrimination of similarities, organizing experiences, sequencing events, and learning concepts (e.g., categories,	Daily	Observation Activity Plans Monitoring Documentation

		location, size, etc.).  Offer preschool activities that allow the child to develop basic pre-math skills and concepts, for example: Counting One to one correspondence Size Measuring Graphing Number concept Classifying  Provide language, math and science activities which emphasize problem solving, exploration, observation, discrimination of similarities, organizing experiences, and learning concepts.	Daily          Daily	Observation Activity Plans Monitoring Documentation       Observation Activity Plans Monitoring Documentation DRDP-R
1.12	<i>Teachers regularly assess each child's progress and make adjustments as necessary.</i> They carefully document the emerging abilities of each child and plan activities that promote increased achievement. They also collaborate with other staff and parents about the meaning of the assessments.	Analyze assessment/screening and observations to determine children's strengths and areas of need.  Use education goals to plan curriculum activities and make changes to learning environments.	Ongoing    Ongoing	DRDP-R ASQ's Observations Summary of Child's Development Progress  Summary of Child's Development Progress Activity Plan
1.13	<i>Children have opportunities to learn in spacious, well-equipped classrooms</i> that have a variety of age-appropriate materials including art, music, science, language, mathematics, puzzles, dramatic play and building materials.	Offer a variety of age appropriate materials and equipment throughout the year to reflect the children's current interests and cultural background to maintain a stimulating environment. Children are encouraged to choose activities and pursue their interests independently according to Creative Curriculum guidelines  Organize the indoor environment into interest areas: blocks, house corner, table toys, art, sand and water, library corner, music and movement, computers, outdoors, and cooking (may be added as needed) in which children can work alone or with others (See Creative Curriculum 4 <sup>th</sup>	Ongoing    Through-out program year	Observations Inventory Records Photos of Classroom Activity Plan      Observations Monitoring Documentation Creative Curriculum Implementation Checklists FDCRS ECERS

		<p>Edition for further guidance on room set up)</p> <p>Review the Creative Curriculum Implementation Checklist to ensure interest areas have a variety of age appropriate, play based stimulating activities</p> <p>Each classroom maintain an average score of 5 on the subscales and a minimum score of 3 on each subscale on the Early Childhood Environment Rating Scale, Revised Edition</p> <p>Each family child care home will maintain an average score of 5 on the subscales and a minimum score of 3 on each subscale on the Family Child Care Environment Rating Scale, Revised Edition</p>	<p>Through-out program year</p> <p>Within 60 days of start of year &amp; ongoing</p> <p>Within 60 days of start of year &amp; ongoing</p>	<p>Observations Monitoring Documentation CC Implementation Checklists</p> <p>ECCERS-R</p> <p>FCCERS-R</p>
1.14	<i>Classrooms, playgrounds and family child care homes environments promote the health and safety of children and staff</i>	<p>Complete Health and Safety Monitoring Checklist (Appendix E)</p> <p>Complete Daily Safety Checklist (Appendix H)</p>	<p>Prior to opening, within 2 weeks and 60 days of opening</p> <p>Daily</p>	<p>Health &amp; Safety Checklist</p> <p>Daily Safety Checklist</p>

Benchmark #2: Teachers with a bachelor degree

#	QUALITY INDICATOR	STRATEGY	TIME FRAME	DOCUMENT-ATION
2.1	<i>Teachers have, at a minimum, a four-year college degree</i>	Teachers will have completed at minimum a Bachelor degree in Child Development or related field and obtain a Master Teacher Permit	Within 10 years of implementation	Staff education records Professional Development Plans
2.2	<i>Teachers are paid a professional salary with benefits. All staff are compensated according to their professional preparation, experience, and specialized skills. Career advancement opportunities are available.</i>	Teachers are paid salaries and benefits according to their qualifications and in line with their comparably qualified counterparts in K-12 system	Within 10 years	Salary schedules Payroll records



Benchmark #3: Teachers with specialized training in early childhood

#	QUALITY INDICATOR	STRATEGY	TIME FRAME	DOCUMENT- ATION
3.1	<i>Teachers have specific training in early childhood education. They have a deep understanding of child development, teaching methods, and curriculum, allowing them to skillfully promote children's social and cognitive development.</i>	<p>Teachers will have completed at minimum a Bachelor degree in Child Development or related field and obtain a Master Teacher Permit</p> <p>Teacher's interactions with children and activity planning will demonstrate their understanding of child development, teaching methods and curriculum as well as promotion of children's development in all 8 domains.</p>	<p>Within 10 years of implementation</p> <p>Daily</p>	<p>Staff education records Professional Development Plans</p> <p>Observations Monitoring documentation Activity Plans Performance Evaluations</p>

Benchmark #4: Assistant teachers with an Associate Teacher Permit

#	QUALITY INDICATOR	STRATEGY	TIME FRAME	DOCUMENT- ATION
4.1	<i>Assistant Teachers (Associate Teachers) have, at a minimum, a Child Development Associate's degree or equivalent.</i>	Associate Teachers will have completed at minimum an Associate's Degree and hold at minimum, a Teacher Permit	Within 10 years of implementation	Staff education records Professional Development Plans

Benchmark #5: Teacher in-service training of at least 15 hours per year

#	QUALITY INDICATOR	STRATEGY	TIME FRAME	DOCUMENT- ATION
5.1	<i>Teachers and other staff are provided with at least 15 hours per year of ongoing professional development. There is active supervision, mentoring and feedback for all staff. There is a climate of trust, respect and cooperation among all the employees.</i>	<p>Provide training to teaching staff regarding children's intellectual development and activities which foster experiential learning to support the development of child's problem solving and reasoning skills incorporating Creative Curriculum practices</p> <p>Teachers receive ongoing training on second language acquisition, implementing multicultural environments and practices, and supporting dual language learners</p> <p>Teachers participate in first aid, CPR and health and safety training</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Based on certification guideline</p>	<p>Agendas Participant Sign-in sheets Evaluations Training Plan Monitoring Documentation</p> <p>Agendas Participant Sign-in sheets Training Plan Monitoring Documentation</p> <p>Training records</p>

		Mentoring opportunities are provided to support new Teachers and Associate Teachers	Ongoing	Professional Growth Plans Monitoring Documentation
		Management staff effectively supervise teachers and other staff	Ongoing	Self Assessment Results Monitoring Documentation
		Programs adopt the goal of establishing and maintaining a climate of trust, respect and cooperation among all employees	Ongoing	Annual Staff Surveys Monitoring Documentation

**Benchmark #6: Maximum class size of 20**

#	QUALITY INDICATOR	STRATEGY	TIME FRAME	DOCUMENT- ATION
6.1	<i>Standards should reflect, at a minimum, the recommended ratios from the National Association of Education for Young Children for program accreditation. (group size of no more than 20 for children (ages 3-5.))</i>	No more than 20 children will be enrolled in one class	Ongoing	Enrollment Records

**Benchmark #7: Staff to child ratios of 1:10 or better**

#	QUALITY INDICATOR	STRATEGY	TIME FRAME	DOCUMENT- ATION
7.1	<i>Standards should reflect, at a minimum, the recommended ratios from the National Association of Education for Young Children for program accreditation (one staff member to 10 children.)</i>	Each center based classroom will maintain a minimum ratio of 1 adult to every 10 children.  Each FCCH will employ at least one qualified Teacher, supervising no more than 10 preschool children.	Ongoing  Ongoing	Staffing Records Monitoring Documentation  Enrollment Records Monitoring Documentation
7.2	<i>Teachers are able to have respectful, collaborative relationships with other staff, parents, and other professionals.</i>	Each classroom is staffed by at least one Teacher and one Associate Teacher who work as a team	Ongoing	Staffing Records Monitoring Documentation

Benchmark #8: Vision, hearing and health screening/referral and support services

#	QUALITY INDICATOR	STRATEGY	TIME FRAME	DOCUMENT- ATION
8.1	<i>Vision, hearing and health screenings are conducted on enrolled children</i>	Stanislaus PFA agency will develop partnerships with school districts, Stanislaus Community Health Agency, and local providers to provide vision, hearing and health screenings for enrolled children	Annually	Health records
8.2	<i>Referrals are provided based on the results of vision, hearing, and health screenings</i>	Parents of children with identified vision, hearing, and health concerns will be referred to appropriate providers	As needed based on concern	Referral Form Family Contact Log
8.3	<i>Mental health screenings are conducted on enrolled children</i>	Teachers will administer social/emotional screening on each child and discuss/review results with each child's parents.	Within 45 days of enrollment	ASQ-SE. Family Contact Log, Parent Contact Record Consent for Screenings
8.4	<i>Mental health support is provided to children with identified mental health needs, their parents and their teachers.</i>	<p>Stanislaus PFA agency will develop partnerships with local mental health support agencies and providers to provide individualized support for children with mental health concerns including:</p> <ul style="list-style-type: none"> <li>▪ Teacher training on addressing children's challenging behaviors</li> <li>▪ Individual child observations for children with mental health/behavior concerns</li> <li>▪ Individualized behavior plans will be initiated as needed to support resolution of children's mental health/behavioral concerns</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>As needed</p> <p>As needed</p>	<p>MOUs &amp; Contracts</p> <p>Training records</p> <p>Referral Form Written observations</p> <p>Written behavior plans, and case conferencing documentation</p>

8.5	<i>Teachers refer children who may have special learning needs for comprehensive evaluation and diagnosis</i>	<p>Administer developmental screening on each child as age appropriate for children and discuss/review with each child's parents.</p> <p>When conditions are identified, parents are informed and referred for further assessment to LEA or other professional agencies.</p> <p>Obtain results of professional diagnosis from LEA or other professionals.</p> <p>Integrate IEP goals into children's educational goals.</p>	<p>Within 45 days of enrollment.</p> <p>Within 2 work days after staff meeting</p> <p>Within 30 days of diagnosis</p> <p>Ongoing</p>	<p>ESI-R, Family Contact Log, Parent Contact Record, Consent for Screenings</p> <p>Referral Form Family Contact Log</p> <p>IEP</p> <p>Summary of Child's Development Progress, Activity Plan</p>
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Benchmark #9: At least one meal per day provided

#	QUALITY INDICATOR	STRATEGY	TIME FRAME	DOCUMENTATION
9.1	<i>At least one meal must be provided daily</i>	Provide a nutritious breakfast and/or lunch to children in morning sessions and lunch to children in afternoon sessions.	Daily	Menus

Benchmark #10: Monitoring Site Visits

#	QUALITY INDICATOR	STRATEGY	TIME FRAME	DOCUMENTATION
10.1	<i>Monitoring: site visits must be used to demonstrate ongoing adherence to state program standards</i>	<p><b>Self- Evaluation</b> Stanislaus PFA agency and providers will complete annual self-evaluation</p> <p>Stanislaus PFA agency and providers will submit and implement Corrective Plans of Action for any out-of-compliance findings</p> <p>Teaching staff will provide excellent emotional support, classroom organization, and instructional support</p> <p><b>Ongoing Monitoring</b> Stanislaus PFA providers will implement monitoring protocol/procedures</p>	<p>Annually</p> <p>Annually</p> <p>Annually</p> <p>Ongoing</p>	<p>Self-Evaluation findings, summaries, sign-ins, schedules, etc.</p> <p>Corrective Plans of Action</p> <p>CLASS</p> <p>Monitoring Documentation</p>

		established by the Stanislaus PFA Agency		
		Stanislaus PFA providers will be assigned a PFA Agency support team which will conduct monitoring, communicate with PFA provider Director regarding monitoring findings, and conduct training and technical assistance	Ongoing	Monitoring Documentation
		PFA providers will take appropriate action to correct monitoring deficiencies	Ongoing as needed	Plan of Action
		Site visits will be scheduled and conducted for the purposes of providing training, technical assistance, and/or monitoring	Monthly	Calendar, Site Visit Schedules, Monitoring Documentation

Benchmark #11: Parent Involvement

#	QUALITY INDICATOR	STRATEGY	TIME FRAME	DOCUMENT-ATION
11.1	<i>Family members are included as partners in all aspects of the educational program. Families are routinely consulted about the interests, abilities, and preferences of their children.</i>	Obtain parent suggestions for classroom and home activities based on their knowledge of the likes and skills of their children.	Ongoing	Summary of Child's Developmental Progress Activity Plan Parent Contact Record
		Provide theme/activity highlights in parents primary language for each week and post where parents can view during drop off/pick up times.	Ongoing	Activity Plan Monitoring Documentation Posted Information
		Invite parents to suggest nutritious snack or celebration foods.	Ongoing	Menus Parent meeting minutes & agendas
		Staff and parents shall meet to discuss, plan, and review the educational program at classroom and agency levels.	Ongoing	Parent Meeting Minutes & Agendas DRDP-R summaries
11.2	<i>Family members are welcomed into the program and allowed to observe and participate in the activities.</i>	Orient parents to classroom environment and invite them to participate/volunteer in daily center or FCCH activities, planned field trips, and special center events.	Ongoing	Volunteer Sign In Parent Contact Record Activity Plan

11.3	<i>Parents have opportunities to improve their educational and/or parenting skills.</i>	Hold workshops or discussions on child development based upon expressed parent needs and interests.	Ongoing	Agendas Sign-In Sheets Evaluations Parent Interest Survey Monitoring Documentation
		<p>Provide information to parents through workshops, written materials and personal contacts on the following:</p> <ul style="list-style-type: none"> <li>▪ process of second language acquisition and the importance of maintaining the home language. Definition of “social emotional health”.</li> <li>▪ Understanding child growth and development.</li> <li>▪ Effective child rearing practices.</li> <li>▪ Handling typical “discipline” problems.</li> <li>▪ Identifying potential concerns in children and families.</li> <li>▪ Awareness of personal values and how these affect their children.</li> </ul>	Ongoing	Parent Meeting Calendar, Meeting Minutes, Sign-In Sheets, & Agendas Family Contact Log
11.4	<i>Information about each child’s progress is routinely shared with parents.</i>	<p>Parents are involved in the child assessment process through:</p> <ul style="list-style-type: none"> <li>▪ contributing child assessment data,</li> <li>▪ reviewing completed child assessments and</li> <li>▪ working with teachers to review children’s progress and develop educational goals.</li> </ul>	Ongoing	Parent Contact Record Summary of Child’s Developmental Progress DRDP-R
11.5	<i>Parents have opportunities to contribute to the policies and program of the preschool. They also actively contribute to the educational goals of their children</i>	Parents shall participate in the annual Self-Assessment and ongoing monitoring (by sharing likes/dislikes or concerns).	Annually	Self-Assessment/Evaluation Records
		Parents shall participate in planning or enhancing educational activities for classrooms and FCCH’s and special events	Ongoing	Parent Meeting Agendas & Minutes
		Develop education goals	Within 60 days	DRDP-R

		<p>and strategies for each child with parent input which includes information from:</p> <ul style="list-style-type: none"> <li>▪ Developmental Screening and Assessment</li> <li>▪ Observations (Staff/ Parent) based on child's individual strengths and needs</li> </ul> <p>Review/update education goals and strategies for each child with parent input.</p>	At mid point of year	<p>ASQ's Summary of Child's Developmental Progress Activity Plan</p> <p>Summary of Child's Development Progress Parent Contact Record</p>
11.6	<i>The family's home culture and language are respected, appreciated, and incorporated into all communications.</i>	<p>Parents are trained on the process of second language acquisition and the importance of maintaining the home language.</p> <p>Written communications to parents are provided in English and Spanish. Effort will be made to address other home languages whenever possible.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Parent Meeting Agendas &amp; Minutes</p> <p>Parent Meeting Agendas &amp; Minutes &amp; Home Communications Observation</p>
11.7	The program understands the values, beliefs and customs of the families in order to design meaningful curricula.	<p>Parents regularly provide input on program activity planning.</p> <p>Parents are provided with opportunities to contribute to classroom discussions and environments including sharing of values, beliefs and customs</p> <p>Effort is taken to hire staff who reflect the cultures and languages of families served.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Parent Meeting Minutes Activity Plans</p> <p>Activity Plans Observation Monitoring Documentation</p> <p>Staffing records</p>
11.8	<i>All families are viewed as having strengths.</i> The strong bond of care between parents and children is supported.	Parents are recognized as the child's most important teacher. This belief is reflected as teachers partner with parents to assess and meet the developmental and individual needs of children.	Ongoing	Observation Monitoring Documentation

Benchmark #12: Teachers develop and maintain supportive relationships with children and families

#	QUALITY INDICATOR	STRATEGY	TIME FRAME	DOCUMENT- ATION
12.1	<i>Teachers have frequent, meaningful interactions with children.</i> They frequently engage children in meaningful conversation, expand their knowledge and vocabulary, use open-ended questioning, and encourage problem-solving skills.	<p>Teachers facilitate conflict resolution and problem solving between children.</p> <ul style="list-style-type: none"> <li>▪ Develop classroom rules that are brief and reflect care and kindness for others and themselves.</li> <li>▪ Introduce (or create) rules as a discussion to ensure they understand the reason behind the rules.</li> <li>▪ See suggestions in Creative Curriculum, 4<sup>th</sup> Edition for creating stimulating environments to reduce boredom and provide redirection.</li> <li>▪ Utilize Second Step Curriculum for effective prevention techniques.</li> </ul>	Daily	<p>Family Home Visit Plan</p> <p>Activity Plan</p> <p>Observations</p> <p>Second Step Media</p> <p>Monitoring Documentation</p>
12.2	<i>Teachers communicate respect for the families and warmth for the children.</i> They are knowledgeable about the languages and cultures of the children and families	<p>Provide training to staff and parents on appropriate activities, language development and multicultural education utilizing Creative Curriculum practices as described in the written Curriculum Plan</p> <p>Support children's cultural background through the inclusion and respect for their home language, music, food, and dance etc.</p> <p>Teaching staff use the home language of children to provide reassurance and support children's development of a strong sense of identity.</p> <p>Proactively support children's home language, while supporting the development of English.</p>	<p>Ongoing</p> <p>Daily</p> <p>Daily</p> <p>Daily</p>	<p>Agendas</p> <p>Participant Sign-Ins</p> <p>Evaluations</p> <p>Training Plans (staff and parents)</p> <p>Monitoring Documentation</p> <p>Observations</p> <p>Summary of Child's Developmental Progress</p> <p>Activity Plan</p> <p>Monitoring Documentation</p> <p>Observations</p> <p>Summary of Child's Developmental Progress</p> <p>Activity Plan</p> <p>Monitoring Documentation</p> <p>Observations</p> <p>Summary of</p>



		When a majority of children speak the same language, at least one teacher/provider interacting regularly with the children should speak their same language whenever possible.	Daily	Child's Developmental Progress Activity Plan  Monitoring Documentation
		Fully implement the English Language Learners Position Statement	Ongoing	Monitoring Documentation

Quality Indicators are directly quoted from the NIEER Preschool Policy (2002) by Linda Espinosa and NIEER Roadmap to the State Profile Pages (Barret et.al. 2008). Some are developed by the Program Quality subcommittee.

**Goal #2: Establish a system to assess and ensure Preschool For All providers achieve and maintain excellence**

*Monitoring to Achieve and Maintain Excellence*

It was determined that the Stanislaus PFA program would implement the California Child Development Division (CDD) required Desired Results Developmental Profile system, which includes use of the standardized environmental rating instruments Early Childhood Environmental Rating Scale (ECERS) or Family Child Care Environment Rating Scale (FCCERS), parent surveys, and child assessment data to assess the program and guide continuous improvement. The Creative Curriculum Implementation checklist would assess the implementation of the Creative Curriculum in the classroom environment. The Classroom Assessment Scoring System (CLASS), a valid and reliable instrument, will be utilized by program monitoring staff to assess classroom quality and teacher-child interactions and guide training and technical assistance.

A comprehensive monitoring protocol, similar to the one in place for Stanislaus County Office of Education (SCOE) Head Start programs, will be utilized to ensure compliance with established quality benchmarks. In addition to ongoing monitoring, yearly program self evaluations would be utilized to maintain the excellence of PFA as described in benchmark #10 on the chart under Goal #1 of this chapter.

**Stanislaus Preschool For All  
MONITORING INSTRUMENT**

Agency: \_\_\_\_\_ Location: \_\_\_\_\_

Service Options: \_\_\_\_\_ Center Based \_\_\_\_\_ FCCH \_\_\_\_\_

Self Monitoring completed by: \_\_\_\_\_ Date \_\_\_\_\_

PFA Agency Monitoring completed by: \_\_\_\_\_ Date \_\_\_\_\_

		Self-Monitoring		PFA Agency Monitoring		Comments *Please date and initial comments
		In Compliance	Out-of Compliance	In Compliance	Out-of Compliance	
<b>Benchmark #1: Early Learning Standards</b>						
1.1	<i>Teachers use a curriculum with specified goals, approach toward learning, expected outcomes and assessment procedures.</i>					
1.2	<i>Children are respected, nurtured, and challenged.</i>					
1.3	<i>Children have ongoing opportunities to learn important skills, knowledge, and dispositions.</i>					
1.4	<i>Children are able to make meaningful decisions throughout the day.</i>					
1.5	<i>The children's home language and culture are respected, appreciated, and incorporated into the curriculum and the classroom.</i>					
1.6	<i>Children participate in individual, small-group, and large-group activities.</i>					
1.7	<i>Children learn the skills necessary for future academic success.</i>					
1.8	<i>Children have the opportunity to learn basic school readiness skills.</i>					
1.9	<i>Children's natural curiosity is used as a powerful motivator.</i>					
1.10	<i>Children are given variety in their daily schedule.</i>					
1.11	<i>Teachers teach important concepts such as mathematics and early literacy through projects, everyday experiences, collaborative</i>					

	<i>activities, and active curriculum</i>					
1.12	<i>Teachers regularly assess each child's progress and make adjustments as necessary.</i>					
1.13	<i>Children have opportunities to learn in spacious, well-equipped classrooms.</i>					
<b>Benchmark #2: Teachers with a bachelor degree</b>						
2.1	<i>Teachers have, at a minimum, a four-year college degree.</i>					
2.2	<i>Teachers are paid a professional salary with benefits.</i>					
<b>Benchmark #3: Teachers with specialized training in early childhood.</b>						
3.1	<i>Teachers have specific training in early childhood education.</i>					
<b>Benchmark #4: Assistant teachers with an Associate Teaching Permit</b>						
4.1	<i>Assistant Teachers (Associate Teachers) have, at a minimum, a Child Development Associate's credential or equivalent.</i>					
<b>Benchmark #5: Teacher in-service training of at least 15 hours per year.</b>						
5.1	<i>Teachers and other staff are provided with at least 15 hours per year of ongoing professional development.</i>					
<b>Benchmark #6: Maximum class size of 20.</b>						
6.1	<i>Standards should reflect, at a minimum, the recommended ratios from the NAEYC for program accreditation (group size of no more than 20 for children (ages 3-5)).</i>					
<b>Benchmark #7: Staff to child ratios of 1:10 or better.</b>						
7.1	<i>Standards should reflect, at a minimum, the recommended ratios from the NAEYC for program accreditation (one staff member to 10 children).</i>					
7.2	<i>Teachers are able to have respectful, collaborative relationships with other staff, parents, and other professionals.</i>					
<b>Benchmark #8: Vision, hearing and health screening/referral and support services.</b>						
8.1	<i>Vision, hearing and health screenings are conducted on enrolled children.</i>					
8.2	<i>Referrals are provided based on the results of vision, hearing, and health screenings.</i>					
8.3	<i>Mental health screenings are conducted on enrolled children.</i>					

8.4	<i>Mental health support is provided to children with identified mental health needs, their parents and their teachers.</i>					
8.5	<i>Teachers refer children who may have special learning needs for comprehensive evaluation and diagnosis.</i>					
<b>Benchmark #9: At least one meal per day provided.</b>						
9.1	<i>At least one meal must be provided.</i>					
<b>Benchmark #10: Monitoring Site Visits</b>						
10.1	<i>Monitoring: site visits must be used to demonstrate ongoing adherence to state program standards.</i>					
<b>Benchmark #11: Parent Involvement.</b>						
11.1	<i>Family members are included as partners in all aspects of the educational program.</i>					
11.2	<i>Family members are welcomed into the program and allowed to observe and participate in the activities.</i>					
11.3	<i>Parents have opportunities to improve their educational and/or parenting skills.</i>					
11.4	<i>Information about each child's progress is routinely shared with parents.</i>					
11.5	<i>Parents have opportunities to contribute to the policies and program of the preschool.</i>					
11.6	<i>The family's home culture and language are respected, appreciated, and incorporated into all communications.</i>					
11.7	<i>The program understands the values, beliefs and customs of the families in order to design meaningful curricula.</i>					
11.8	<i>All families are viewed as having strengths.</i>					
<b>Benchmark #12: Teachers develop and maintain supportive relationships with children and families.</b>						
12.1	<i>Teachers have frequent, meaningful interactions with children.</i>					
12.2	<i>Teachers communicate respect for their families and warmth for the children.</i>					

**Goal #3: Recommend a curriculum plan which is developmentally appropriate and meets the diverse needs of children**

Stanislaus PFA will implement a curriculum plan modeled after the one in place for SCOE Head Start programs. The addition of a social emotional curriculum would help to ensure caring classrooms that nurture peace. Children's progress would be assessed utilizing the California Child Development Division, and Head Start compliant, Desired Results Developmental Profile, Revised (DRDPr). Assessments would be based on ongoing child observations and would be completed and shared with parents two times per year.

The needs of dual language learners would be met through the adoption of the English Language Learner Position Statement developed and adopted by SCOE Head Start programs (Appendix D). The California Child Development Division's Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning (2007) would be incorporated in the staff and parent training program.

The needs of children with diagnosed disabilities and special needs will be addressed on an individualized basis with children participating in the least restrictive environment based on their abilities, Individualized Educational Program (IEP) goals, and the ability of the PFA provider to meet their needs.

*Curriculum Plan*

Stanislaus Preschool For All program will implement the Creative Curriculum which is consistent with the California Preschool Learning Foundations, Title 5 regulations for California State Preschool Program and the Head Start Program Performance Standards, providing a written framework that includes clearly stated goals and objectives for children's development and learning. Creative Curriculum stresses the importance of the physical environment and materials; and clearly defines the integral roles of teachers and parents. Teachers are provided with a clear and concrete way to apply child development and learning theories to their everyday work with children.

Creative Curriculum uses an environmentally based approach that is responsive to the needs of the diverse communities and cultures represented in PFA. Staff and parents establish individual goals and strategies and adapt the environments to make them increasingly challenging and relevant, while building on children's changing needs, interests, skills, and abilities.

The curriculum is developmentally appropriate, which means that the approach is defined in large measure by the extent to which the environment, activities, and interactions are rooted in the teacher's understanding of developmental stages and knowledge of each child. The decisions teachers make in planning the curriculum and in reacting spontaneously to what happens each day are therefore based on knowledge of normal child development as well as knowing about each child's interests, abilities, needs, and background.

Teachers learn from parents about the individual characteristics, strengths, and needs of their children to support each child's individual pattern of development and learning. Curriculum implementation, including assessment, provides appropriate environments and comprehensive programming for children which includes experiences in the 8 domains of language, literacy, mathematics, science, creative arts, social and emotional development, approaches to learning and physical development and health.

Parents work closely with teachers to implement the curriculum plan in their home as well as the classroom. Teachers provide activities for home to support the curriculum plan and individual goals. Children's abilities are enhanced by having opportunities to practice skills at home. The program's philosophy is centered around the fact the parent is their child's primary teacher.

The backbone of the curriculum is the indoor/outdoor environment and planned daily activities. It is set-up so children can do many things on their own and be independent.

- Shelves are neat, uncluttered, and materials are labeled so children can find what they need.
- Materials are stored on shelves that are labeled with pictures and words that show children where toys and materials belong and to encourage independent selection.
- Labels and printed materials are in the home language of the children throughout the classroom.
- Children are encouraged to develop self-help skills, such as brushing teeth, washing hands, wiping spills, and setting the table.
- The environment is organized into interest areas: blocks, dramatic play, toys and games, art, library, discovery, sand and water, music and movement, cooking, and computers and outdoors. The interest areas are open-ended, varied, organized for easy child access, self-limiting, and child-centered.
- Large group activities provide opportunities for (7-20) children to listen and talk with one another (for example a story, a group discussion, a celebration, a movement and music experience, or sharing of play and work projects).
- Small group activities allow (2-6) children to practice taking turns, to exchange ideas, to share materials, and to interact with adults.

*Supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being is an important facet of the Stanislaus PFA Curriculum Plan.*

Adults will give children a sense of acceptance of diversity by adhering to the Multicultural Principles of Head Start which state that every individual is rooted in culture and has the right to maintain his or her own identity, including the use of a primary language, while acquiring the skills required to function in our diverse society, including learning English. At least one English-speaking model is available in classrooms serving monolingual Spanish speaking children enrolled in the PFA. The cultures represented in the classroom are the primary sources for planning a culturally relevant program. Because culture and family are at the core of children's social and emotional development, the teaching staff are aware and respectful of the role of culture in defining each child as an individual. Staff learn key words from the child's home languages and their English equivalents, provide books and materials that reflect families' home languages and culture, as well as that of others in the community. Additional strategies are highlighted below:

Strategies for English Speaking Staff working with English Language Learners:

- Simplify language
- Speak within context
- Point, act out, repeat
- Support home language

- Invite volunteers/parents who speak home languages represented in classroom
- Introduce concepts in child's home language when possible
- Reinforce home language via:
  - Songs, fingerplays, games, books (utilize CD's, tapes, records or volunteers)
- Include meaningful multi-cultural experiences
- Staff studies Spanish and/or other home languages

Strategies for Bilingual Staff:

- Strengthen home language
- Playfully, gently introduce English
- Use languages in context
- Avoid shifting back & forth between home language and English
- Avoid direct translation
- Practice "language weaving"
- Shift balance of home language/English over the program year
- Organize schedule/shifts to balance classroom language needs (am/pm, planned activities)

Strategies for Monolingual Non-English Speaking Staff:

- Strengthen home language
- Incorporate new literacy practices (Heads Up!)
- Invite English speaking volunteers/parents
- Expose children to English speaking children (field trips, elementary school children)
- Playfully, gently introduce English via:
  - Songs, games, fingerplays (CD's/records/tapes)
  - Concept books in English
  - Learn/Teach survival phrases in English
  - Include meaningful multi-cultural experiences
  - Staff studies English

Each preschool classroom also provides an environment of acceptance that supports and respects gender, ethnicity and developmental differences (special needs).

- All staff demonstrates respect and acceptance for children without judgment or bias. When working with children, the teaching staff uses responsive language which is sensitive and nurturing, speak to children at their eye level, and engage children in open-ended conversations.
- The teaching staff arrange the classroom environment to provide children with play materials that avoid stereotyping and are relevant to their language, contemporary culture and community (i.e. dolls, puppets, games, songs, dances, clothing, books, musical instruments, etc.).
- Teaching staff use dolls, puppets, stories, and problem solving activities to help children learn about fairness, equality, and non-violence.
- Parent participation from all languages and/or cultural groups is encouraged. Staff encourage parents to share songs, stories, and games from their primary culture.

Teachers provide a program environment which helps children develop emotional security and facilitates social relationships.

Teachers enhance emotional security for children when they provide an environment of acceptance for each child. When working with children, the teaching staff use responsive language and engage children in reciprocal friendly conversations rather than drilling them or talking at them. Staff encourages conversations, communication, and problem solving between children.

Each child's understanding of self as an individual and as a member of a group is enhanced through individual and group activities.

The type of preschool environment provided through the implementation of Creative Curriculum helps children develop a sense of trust and belonging. Children can feel safe and encouraged to explore not only materials but also their relationships with peers and adults. They feel important and valued when others listen to them, seek out their ideas, and allow them to express themselves.

Teachers encourage children's self-awareness by:

- Providing identified space (individual cubbies) for personal belongings
- Using photos, drawings, and tape recordings of children and families
- Engaging in cooperative play activities that help children to respect others
- Assisting children to recognize their strengths
- Modeling respect, and helping children demonstrate their respect for others.

Routines and transitions are planned so that they occur in a timely, predictable and unrushed manner according to each child's needs.

A developmentally appropriate schedule and consistent routines form the basic structure for each day. Children will feel more secure when they can predict the sequence of events and have some control over their day. Consistency does not preclude flexibility or spontaneity; there is the ability to adjust the schedule to meet children's needs and interests. Waiting times are kept to a minimum and adequate time is allotted for eating meals and clean up. Activity periods are long enough to give children time to select materials, plan what they want to do, and clean up afterward without feeling rushed.

A balanced preschool program of child-initiated and adult directed activities, including individual and small group activities, is provided daily.

Pictures illustrate the schedule so children can "read" it and learn the order of events that occur each day. The daily schedule will offer a balance between the following types of activities:

- active and quiet times
  - large group activities, small group activities, and time to play alone and with others
  - indoor and outdoor play times
  - time for children to select their own activities and for teacher-directed activities.
- Including routines and transition times in the daily schedule acknowledges their importance and ensures that adequate time will be provided for them (for example: meals, sleeping/resting and clean up).

Each child is provided with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning.



These positive experiences allow children to confirm who they are and what they are capable of doing in order to foster their self-esteem. Teachers value and respect cultural and developmental differences in order to promote self-esteem in children. PFA providers will implement Creative Curriculum's position that coloring books, patterns, pre-cut models and "dittos" are not appropriate for the preschool classroom or home visit. These materials leave little room for imagination, experimentation, individuality, or discovery.

Opportunities for creative self-expression through activities such as art, music, movement, and dialogue are also provided daily.

Art is an important part of the curriculum. Everyday, children will be provided a variety of creative or imaginative materials. Drawing, painting, cutting, pasting, and playing with play dough are not only enjoyable but also provide important opportunities for learning. Children will express original ideas and feelings, improve their coordination, develop small muscle skills, learn to recognize colors and textures, and develop creativity and pride in their accomplishments by exploring and using art materials. Singing and moving to music are part of the daily routine that gives children a chance to move freely, practice new skills/rhythm, and feel good about what their bodies can do.

*Cognitive skills are developed by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision making skills which form a foundation for school readiness and later school success.*

Teachers support children's cognitive development through providing an environment that provides opportunities to:

- Acquire learning and problem solving skills
- Expand logical thinking skills
- Acquire concepts and information leading to a fuller understanding of the immediate world
- Demonstrate skills in make-believe
- Expand verbal communication skills
- Develop beginning reading skills
- Acquire beginning writing skills.

Language development is supported by promoting interaction and language use among children and between children and adults.

The curriculum provides concrete real life learning experience to learn about language:

- Labels for shelves/objects, concrete actions and concepts the child can not yet verbalize
- Activities to develop the child's listening skills, for example daily inclusion of flannel board stories, poems, games, finger plays, or songs
- Adults who read or tell stories daily
- By listening to how adults use words
- The use of open-ended question by adults.

Emergent literacy and numeracy development is supported through materials and activities according to the developmental level of each child.

The development of emergent *literacy* is supported in all interest areas of the classroom by providing a print-rich environment, journals/writing center, baskets of books and

photographs. Some children come to school having already acquired a number of literacy skills, such as a rich vocabulary, knowing how to hold a book, recognizing words in the environment, or making scribbles on paper and calling them a story. By observing children's interactions with books and print in the environment, teachers assess their beginning literacy skills. Realistic expectations of children's abilities based on their age and stage of development is stressed. By building on what children already know, teachers help make them feel competent and excited about learning.

Teachers help children observe and think about the *mathematical* relationships they encounter in everyday life as they play with blocks, pour water at the water table, prepare snacks, or use rhythm instruments. Numeracy and mathematics is integrated throughout all interest areas in the curriculum. As children play using concrete materials and have opportunities to describe what they are doing, they begin to develop an understanding of mathematical relationships.

*Teachers provide appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child's developmental level.*

Teachers set up an environment and plan activities that allow children to develop and practice their fine motor skills as they become developmentally ready and interested. The curriculum provides guidance for teachers on how to help children develop physical skills that are important for future learning. For example, when children string beads, line up shells in a sandbox, or use a zipper on a self-help frame, they are refining their eye-hand coordination, their small muscle skills, and their sense of directionality. Developing these physical skills lays the foundation for cognitive abilities in reading, writing, and math.

*Adult guidance for active play and movement that supports the development of gross motor skills is also provided.*

Teachers enhance gross motor skill development by providing a safe space, equipment, and plenty of time for children to practice skills. By offering encouragement, guidance, and reinforcement for efforts and accomplishments, teachers establish an environment in which children are inspired to participate in activities requiring physical skills. These activities include running, skipping, throwing, catching, jumping, climbing, pulling, and balancing.

*Educational aspects of the health, nutrition, and mental health services are integrated into program activities.*

- Health routines are included as an integral part of the children's day in the center. Required hand washing at least before meals, after wiping their nose, and after toileting. Tooth brushing occurs at least once a day.
- Planned activities increase children's awareness and knowledge of health and hygiene, and may include inviting health professionals as special visitors.
- Talk about physical and dental examinations before they occur to increase understanding and reduce fears.
- The inclusion of props and opportunities for learning through dramatic play.
- Nutritional activities include the opportunity to participate in food preparation.
- Informal discussions about relationship of food to health during snack and meal times.
- Provide games, stories, and activities specially designed to increase children's awareness of good nutrition as well as physical/mental health.

*Children are provided with Pedestrian Safety training. The training is developmentally appropriate for young children, based on their own experiences. Concepts are taught within the daily activities.*

Children are taught the importance of crossing the street with an adult, knowing the meaning of traffic signs and the 5 steps to safely crossing the street, which are:

- Stop
- Look both ways
- Listen for traffic
- Wait until the street is clear and all traffic has stopped
- Make eye contact with drivers to be sure they see you

*Teachers encourage self-control by setting clear, consistent limits, and having realistic expectations.*

Teaching staff use a variety of approaches to guide children's behavior. No one approach works for every child or every situation. Competence and initiative are fostered in the environment by setting clear, age-appropriate expectations for behavior and letting children know what is expected of them. Children's concerns about doing things "right" diminish because they are encouraged to learn from their mistakes, to explore, and to take risks. The approach used is based on the teaching staff's knowledge of the child and the particular situation.

Positive guidance approaches include:

- Anticipation and planning ahead so adults can head off problems.
- Looking for reasons why a child is misbehaving.
- Focusing on the child's behavior, not the child's value as a person.
- Helping children understand the consequences of their actions.
- Explaining the choices available.
- Helping children use problem-solving skills.
- Helping children refrain from dwelling on mistakes.
- Watching for restlessness/boredom.

Teaching staff teach children self-control and respect of self/others (children, adults, living things, and materials) by:

- Modeling an anti-bias philosophy.
- Encouraging cause and effect discussions with children.
- Facilitating conflict resolution between children.
- Problem solving with children.
- Providing children with personal space.
- Developing classroom rules that expect children to treat themselves and others with care and respect (ensuring they understand the reason behind the rules).

Staff must enhance their ability to individualize for children and their families, while providing a developmentally appropriate program to ensure the meaningful participation of children with disabilities in all aspects of the program.

- Cooperative agreements (MOU's) with public schools or LEA's provide needed special services to support the child, parents, and other family members.
- Special education partners can be a good resource to help plan adaptations in the classroom.

- Adaptations can include changes to the environment, materials, routine, and instructional practices.
- Adaptations should be child-specific – not disability-specific.
- Children with disabilities must be fully included in assessment procedures.
- Children's progress is supported by ensuring their access to the curriculum.
- Incorporate IEP goals/objectives into Activity Plan that reflect the 8 domains of learning and development.

*Sufficient, indoor and outdoor space, equipment, and material are provided at each site.*

The program provides adequate indoor and outdoor space in accordance with California Department of Social Services Community Care Licensing requirements. The outdoor environment is an extension of the indoor classroom. The types of learning (socio-emotional, language, cognitive, and physical activities) that take place indoors also take place outdoors. Teachers take time to observe children's use of the outdoor and indoor environments and use the information gained to promote their learning. Adults intervene whenever children's safety is jeopardized.

*The Child Outcomes Assessment System and Desired Results Developmental Profile-Revised have been incorporated to provide data on each child's progress over at least two collection periods.*

Teachers use a variety of strategies to promote and support children's learning and developmental progress based on the observations and ongoing assessment of each child. Assessment is tied to the goals and objectives of the Curriculum which includes Creative Curriculum Developmental Goals, the Head Start Outcomes Framework (8 domains of learning and development), and the California Preschool Learning Foundations (once DRDP-R is aligned to the CPL Foundations.) Teachers are able to assess children in the context of what they are learning. Teachers complete the assessments over at least two collection periods to provide an accurate representation of children's progress. Teachers assess children by observing behaviors and documenting abilities, interests, and skills. Anecdotal records and samples of children's work (portfolios) are used to document progress over time and facilitate planning for each child. Creative Curriculum emphasizes stages of development in each specific content area, thereby providing teachers with a clear understanding of each child's overall developmental profile so they can communicate effectively with parents.

Once an ongoing assessment is completed on each child, the teacher utilizes the assessment information by linking it directly to curriculum goals (Activity Plans). The assessment tool (DRDP-R) provides for the collection of information on children's progress in the 8 domains of learning and development. Accomplishments in the 8 domains and 13 required elements/indicators are highlighted and included in the data collection system. This information is sent to management staff at the PFA Agency and provider offices to determine future training or resource needs.

Management staff reviews analysis of DRDP-R data to ensure plans are created that support individual growth and development of children, families, and staff.

*Parents are invited to become integrally involved in the development of the program's curriculum and approach to child development and education.*

In all program options and settings, the curriculum is enriched by parent and staff communication regarding children's strengths, interests, learning styles, and needs.

Individualized goals and activities are developed together for the classroom and home. One of the best ways for parents to understand, extend, and enrich the curriculum is for them to participate in the daily program as a volunteer or guest. By participating, parents can see for themselves how the teaching staff interacts with children to promote learning and growth. They can gain first hand knowledge of the curriculum and how it is being implemented.

*Parents provide pertinent activities for the home to support individual goals and development (for example cognitive, language, physical, and social/emotional development). Family Activity Calendars are completed to document the activities the parents do at home that support the curriculum plan and/or individual goals.*

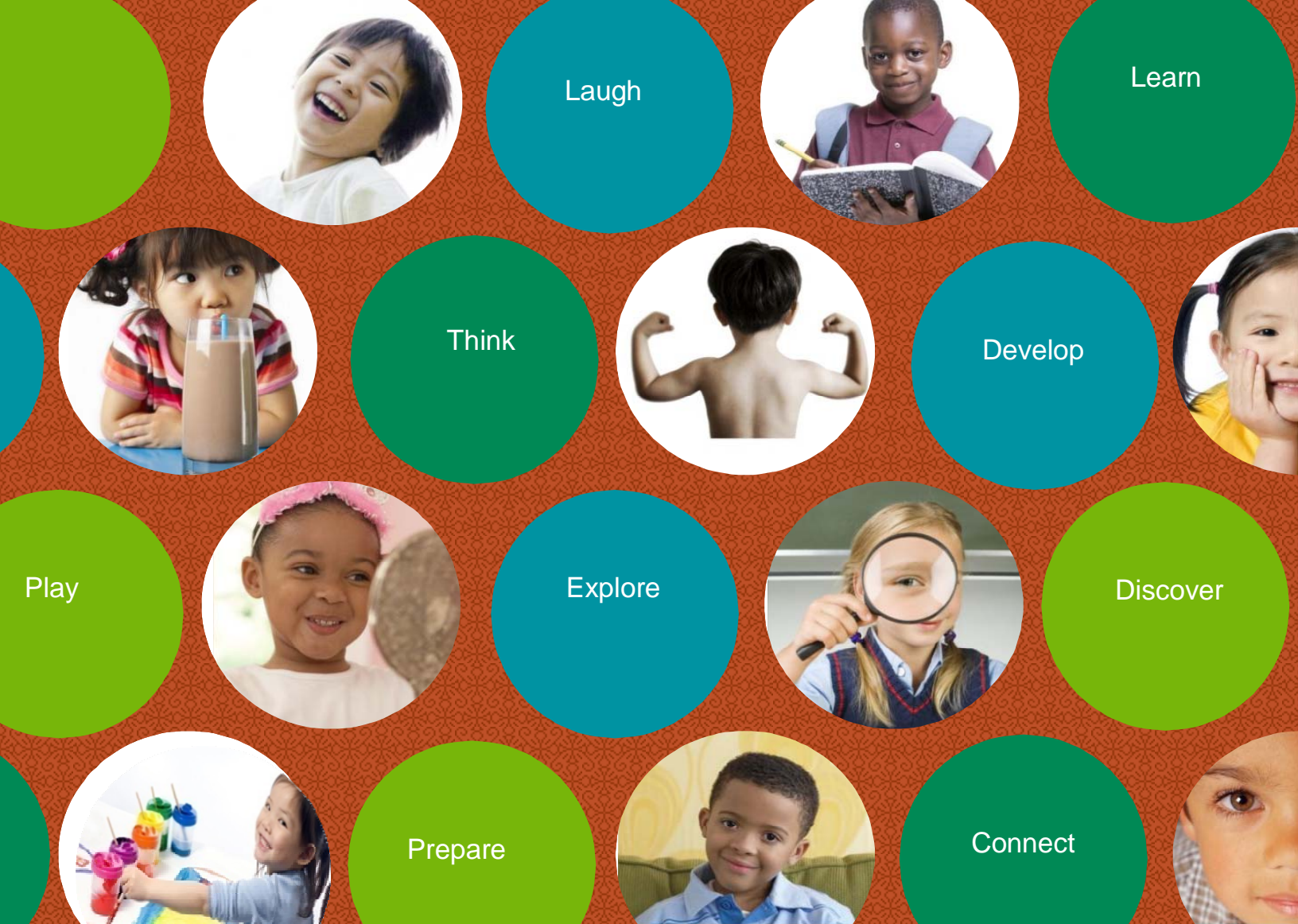
Parents are provided opportunities to increase their ability to observe their child and to share assessments with staff that will help plan learning experiences.

Training opportunities for parents include resources on parenting, developmentally appropriate practices, and child growth and development. They are provided information about children's growth and development (including home strategies/activities) through parent orientation, staff-parent conferences and home visits, handouts, newsletters, and group meetings.

### *Summary*

Stanislaus PFA programs will implement a consistent approach to establishing an excellent quality preschool program. The description of excellence in Stanislaus PFA programs is consistent with early care and education research and recommendations. Once PFA programs are established, a clearly defined approach to monitoring them to ensure continued quality and compliance will be implemented. Adoption of a Curriculum Plan which is aligned with the California Preschool Learning Foundations will guide the excellent services provided to children in PFA classrooms and family child care homes.





## CHAPTER 6: WORKFORCE

Essential to the implementation of Stanislaus PFA is the need to secure highly qualified teaching staff, compensate them fairly and provide them with ongoing training and support to ensure excellent PFA is provided for all participating children. The workforce committee was composed of representatives from a local community college, public university and private university. The committee developed recommendations surrounding staff qualifications and ongoing professional development, which were supported by the beliefs of the program quality committee. Recommendations were made for engaging local higher educational institutions to address the needs of establishing a workforce for the Stanislaus PFA. Additionally, the workforce committee explored issues related to staff compensation.

Two primary goals were identified

1. Determine “highly qualified” staffing requirements as well as educational and professional development support to implement Stanislaus PFA.
2. Recruit and hire sufficient “highly qualified” staff for PFA.

**Goal #1: Determine “highly qualified” staffing requirements as well as educational and professional development support to implement Stanislaus PFA.**

*Defining “Highly Qualified” Teacher*

Objective #1: Determine criteria for “highly qualified” teaching staff in Stanislaus PFA Program and develop a matrix.

<b>Position</b>	<b>Description of Position</b>	<b>Entry Level Standard</b>	<b>10-Year Benchmark</b>
<b>Master Teacher</b>	<p>Master Teachers (MT) have responsibility and authority in their classroom to work with staff and families to develop and implement learning experiences as defined by the program.</p> <p>MT collaborates with and guide and direct the Teacher and Parents in the classroom</p>	<p>Associate Degree with 32 units of Child Development (ECE) and 2-years classroom experience working with preschoolers, or equivalent.</p> <p>Master Teacher or Site Supervisor Permit accepted only if AA/AS degree completed</p>	<p>BA degree + with at least 32 units of Child Development (ECE) and 5-years experience working with preschoolers, or equivalent, and experience supervising staff and parents.</p>
<b>Permit Teacher</b>	<p>Permit Teacher works under the guidance and direction of the Master Teacher in the classroom. Collaborate with Master Teacher and Parents to develop and implement learning experiences as defined by the program.</p>	<p>Associate Teacher Permit or equivalent, 12 units of CORE Child Development (ECE) coursework and 50 days of experience, or a CDA</p>	<p>AA degree with 24 units of Child Development and 2 semesters of experiential coursework, including, Practicum and Supervised Field Work or Internship</p>

The Stanislaus PFA Master Teachers and Permit Teachers are expected to have demonstrated knowledge of academic subject matter, appropriate physical development activities, health and safety, and promotion of the social and emotional well-being of young children. They are further expected to understand the screening instruments that identify children with potential disabilities, mental health and social-emotional concerns; know how to address these needs; and be equipped to address the needs of young children from diverse cultural, ethnic, racial, and language backgrounds.

While disposition may not be measurable in typical ways, by emphasizing teacher disposition as an important characteristic and as a desirable qualification during the hiring process, the quality of the teaching staff will be enhanced. Adults who demonstrate a love of children, a true desire to teach young children, and an interest and willingness to engage in life-long learning and development will be more likely to provide high quality programs.

Objective #2: Provide a recommendation for which set of existing staffing standards should be used in Stanislaus PFA (Title 5 or Title 22)

### *Staffing Standards*

The National Association for the Education of Young Children (NAEYC), National Institute for Early Education Research (NIEER) and other groups which make recommendations regarding early care and education policies have developed guidance for staffing patterns, adult to child ratios, group sizes and other elements of quality influencing the experiences of young children. In addition, the committee considered the policy standards set by the California Department of Education Child Development Division center based programs Title 5 regulations, the California Department of Social Services Community Care Licensing, Title 22 regulations and the Head Start Act and Performance Standards. In addition, to consideration of these recommendations and regulations, the workforce committee considered the educational settings for five and six year olds in California elementary school settings.

The Stanislaus PFA staffing standards:

Master Teacher to child ratio	1:20 or better
Teacher to child ratio	1:10 or better
Maximum class size	20 children

Objective #3: Create a professional development strategy to address the needs of individual staff.

### *Professional Development*

According to the California Early Care and Education Workforce Study (2004) an estimated 25% of preschool teachers statewide have obtained a Bachelor's degree or higher and may, therefore meet the criteria identified in this plan. Twenty-eight percent (28%) have completed an Associate degree. Among Family Child Care Providers, 14% have completed an Associate degree and 15% a Bachelor degree. Additionally, 12% of Assistant Teachers have completed Associate degrees and 7% Bachelors degrees. Because moving from an Associate degree to a Bachelor degree generally requires several years, professional development plans will be enacted for all educational staff funded through Stanislaus PFA. Plans may be supported by educational advising, tutoring, scholarships, stipends, and utilization of the cohort approach.

Potential coursework and ongoing professional development opportunities would address areas such as:

- Parent involvement with their child's education
- Serving children with special needs
- Second language acquisition
- Teaching in a multicultural setting
- Teaching in a family child care home
- Brain development and it's implications in the classroom
- California State Preschool Program standards
- Relationship building with children and families

Stanislaus PFA Master Teachers and Permit Teachers would receive a minimum of 15 hours of classroom focused professional development annually in addition to maintenance



of Cardiopulmonary Resuscitation (CPR) and first aid certification. All classroom staff would complete a health and safety class as required by Title 22 regulations.

Objective #4: Develop a plan to collaborate with colleges to create educational programs that enable employed teaching staff to further their education in order to meet requirements of Stanislaus PFA.

and

Objective #5: Develop a proposal to improve transition of students between two and four year institutions.

#### *Teachers' Obtaining Degrees*

Stanislaus PFA will work closely with community colleges and universities to educate them on PFA staffing qualifications and needs. This partnership will result in a thorough assessment of the current workforce and increased opportunities for the workforce to obtain higher degrees. This partnership was begun with the inclusion of college and university faculty on the PFA workforce committee. The collaboration is expected to result in:

- Expanded course availability at the Associate and Bachelor degree level.
- Improved methods of obtaining bachelor degrees through partnerships between 2 and 4-year college institutions.
- Established educational hubs in several parts of the county, possibly at PFA sites.
- Completed articulation agreements between Modesto Junior College, California State University, Stanislaus and local private universities to allow students to move easily between Associate and Bachelor degree.
- Increased offering of evening, weekend and summer courses.
- Establishment of new on-line Associate and Bachelor degree level courses.
- A committee represented by community colleges as well as private and public universities which meets at minimum twice per academic year to ensure the systems developed continue to meet the needs of Stanislaus PFA and its workforce.

It is important that Stanislaus PFA focus not only on creating a better-educated workforce, but also ensure that the workforce reflects the cultural and linguistic diversity of the children and families being served. While much of the current early care and education workforce is ethnically and linguistically diverse, research has indicated that with increased education comes decreased diversity. Although 34% of whites in the United States work force have completed a Bachelor degree, only 10% of Latinos have completed a Bachelor Degree (Reed, 2008.) This poses a significant issue for Stanislaus County since, according to the 2008 Stanislaus County Community Health Assessment, 41% of Stanislaus County residents are Hispanic. Stanislaus PFA will ensure that partnerships with colleges and universities address the needs of a diverse workforce.

The higher education infrastructure will likely need a major infusion of resources to meet the demand created by Stanislaus PFA implementation. It is anticipated that this funding will come along with the funding to operate PFA, as was the case with Proposition 82 (2006) which included \$500 million statewide in funding to colleges and universities for course and degree program development. Additionally, up to \$200 million was earmarked statewide for financial aid.

**Goal #2: Recruit and hire sufficient “highly qualified” staff for PFA.**

Objective #1: Develop a staff qualification plan which will allow staff time to meet educational requirements and which will increase their compensation as they progress toward the recommended “highly qualified” criteria.

*and*

Objective #2: Develop a staff compensation matrix which aligns PFA Master Teachers with K-12 system for same education and experience.

*Teacher Qualification and Compensation*

Low pay and inadequate benefits have plagued the field of early care and education for decades, with serious consequences to the quality of care that children receive. Poor compensation not only fuels high turnover among staff, which undermines consistency for children, but also makes it difficult to attract a well-educated and trained workforce. In addition, the lack of financial reward discourages many practitioners from engaging in ongoing professional development. Once individuals attain higher qualifications, they often take jobs outside the field that provide better pay and greater respect and recognition. (Bellum, D. & Whitebook, M.)

The Center for Study of Child Care Employment (2004) stated that the most important thing we can do to bring the system to life is to work with those who have already made a commitment to early childhood development and share the opportunities for growth as this new program unfolds. In keeping with this belief, Stanislaus PFA will focus efforts on supporting existing teachers' academic progress. In addition, new people will be attracted to the field as demand grows for additional early care and education providers, as well as demands resulting from turnover and retirement among the current workforce.

Stanislaus PFA will, within 10 years, employ one Master Teacher in each class who has completed a Bachelor Degree in child development or a related field with salary and benefits comparable with their counterparts in the K-12 public school system. In addition, a Permit Teacher will be employed in each classroom who has completed an Associate Degree in child development or a related field and is compensated at approximately 80% of the Master Teacher's salary and benefits. Further, Directors of PFA programs will be educated and compensated in line with the salaries and benefits of public school principals.

Due to the current disparity of educational and compensation requirements between early care and education teachers and K-12 public school teachers, a progression of educational and compensation increases must be planned. Based on the proposed PFA Master Teacher and Permit Teacher requirements, it is anticipated that the many current preschool teachers advance to become Master Teachers and their salaries and benefits would increase from approximately \$25,500 to \$53,000 annually. Many Teacher's Aides or Associate Teachers would advance to become Permit Teachers and their salary and benefits would increase from approximately \$13,000 to \$30,500 annually. The progression in salaries would align with the progression in educational achievements as displayed in the chart on the following page. Significant investment in completion of coursework toward college degrees would occur in the early years of implementation.

<b>PROJECTED AVERAGE MASTER TEACHER EDUCATION AND COMPENSATION LEVELS BY YEAR OF PFA IMPLEMENTATION</b>		
<b>Year of Implementation</b>	<b>Education Level</b>	<b>Compensation</b>
Year 10	Bachelor Degree in Child Development or related field, plus Master Teacher Permit or state credential, if available	\$53,000
Year 7	Additional 15 units toward Bachelor Degree in child development or related	\$48,000
Year 5	Additional 15 units toward Bachelor Degree in child development or related	\$40,500
Year 3	Additional 15 units toward Bachelor Degree in child development or related	\$33,000
Year 1	Associate Degree including 32 units in CD/ECE and 2 years preschool teaching experience.	\$25,500

<b>PROJECTED AVERAGE PERMIT TEACHER EDUCATION AND COMPENSATION LEVELS BY YEAR OF PFA IMPLEMENTATION</b>		
<b>Year of Implementation</b>	<b>Education Level</b>	<b>Compensation</b>
Year 10	Associate Degree in Child Development (CD), or related field and Teacher Permit	\$30,500
Year 7	Additional 10 units toward Associate Degree in CD/ECE or related field	\$25,000
Year 5	Additional 10 units toward Associate Degree in CD/ECE or related field	\$21,000
Year 3	Additional 10 units toward Associate Degree in CD/ECE or related field	\$17,000
Year 1	Associate Teacher Permit (12 CORE units in CD/ECE and 50 days preschool experience) or CDA	\$13,000

It is estimated that 337 Master Teachers and 167 Permit Teachers will be needed to fully implement Stanislaus PFA. This concludes the assumption made in the delivery systems and finance chapter that existing public preschool programs will collaborate with Stanislaus PFA to enhance current programs.

**Objective #3:** Develop an explanation of variations in compensation between public and private programs and from a variety of programs serving children in Stanislaus County

As was verified through an informal salary survey, the compensation of Stanislaus County preschool teachers employed in the private sector is well below their counterparts in the public sector. This disparity is due, in part, to the fact that private programs rely primarily on parent fees to operate their programs. Another factor in setting operating cost is the fact that private programs are required to adhere to State of California Title 22 regulations instead of the more stringent State of California Title 5 regulations or Head Start Performance Standards and generally do not employ a unionized workforce. If private preschool programs were to bring their teacher's salaries and educational requirements in line with public programs, their programs would be cost prohibitive for most parents.

It is anticipated that private programs that elect to become PFA providers would, due to the influx of public funding, be able to increase the compensation of their teachers to a comparable level to the public sector.

### *Summary*

An indispensable component of Stanislaus PFA implementation is the development of a “highly qualified” workforce and systems to support their educational achievements and ongoing professional development. This can be achieved through careful planning and extensive collaboration with agencies such as institutions of higher education and existing providers of early care and education.









## CHAPTER 7: DELIVERY SYSTEMS

### *Current Preschool Programs in Stanislaus*

Stanislaus County utilizes an intricate mix of state, federal and private funding to provide child care and preschool development services to its 0-5 population. Child care and preschool services are delivered through center based, family child care, and home based visiting models. Services range from a few hours a week to full time and after hours/weekend care.

Although there is an intricate mix of preschool services available for the diverse community of Stanislaus County, it is estimated that there are 5,321 four-year-olds in Stanislaus County who miss out on preschool opportunities due to various factors. Significant numbers of children are being served by government-funded programs aimed at low income families and children with diagnosed disabilities, however, these programs only serve 14% of three-year-olds and 26% of four-year-olds statewide (NIEER 2008).

Families who do not meet the low-income requirement for government funded preschool programs are not any better off. A nation-wide study of preschool in 2001 indicated that

the income group of \$40,000-\$50,000 a year is least likely to participate in preschool (Calman, L. & Tait-Whelan, 2005). Families in this income bracket don't qualify for government-sponsored preschool and often can't afford high quality preschool.

### **Migrant Head Start, Regional Head Start, and Early Head Start**

Stanislaus County Office of Education (SCOE) is the grantee of the federally-funded Head Start programs. Partnering with local school districts and one private non-profit agency, Head Start services in Stanislaus County are provided to 2,487 children ages 0-5. The Head Start program provides free early childhood education, social, educational, family and health services to low income families and children with disabilities. Successful partnerships with the Early Intervention program have resulted in a significant increase in the service record for children with diagnosed disabilities in the Regional and Early Head Start programs. The program actively works to determine and meet the needs of the community which it serves. Staff education is a focus in Head Start, and soon all teachers will be required to hold a degree in child development. By 2013, half of Head Start teachers nationwide are expected to obtain a Bachelors Degree in child development or a related field. Programs are provided for parents and staff to advance their education, enhance their child development practical knowledge, provide safe and healthy environments to children, and take leadership roles, among other program goals.

### **California Child Development Division Programs**

Several agencies within Stanislaus County receive state funding from the California Department of Education, Child Development Division (CDE, CDD). Agencies that administer CDE, CDD programs include SCOE, Stanislaus County Community Services, local school districts, and private non profit agencies. CDE, CDD programs that serve children include California State Preschool (CSPP), General Child Care (CCTR), Migrant and Seasonal Child Care (CMIG), Alternative Payment Program (APP), the Federal Block Grant (FBG) and California Work Opportunities and Responsibility to Kids Child Care (CalWorks). State subsidized programs provide child care and preschool services to low income eligible families, many of whom pay a fee for services. Center based (CSPP, CCTR, and CMIG) program regulations include environment quality standards and early childhood education services. In these programs, one teacher per class must have completed 24 units of child development. Other state programs (APP, FBG, and CalWorks) provide vouchers for parents to select their preferred child care arrangement, which may or may not include child development education services or state licensed care.

### **Early Intervention and Early Start**

SCOE, local school districts, and Valley Mountain Regional Center provide part day, full day, or home visiting services to children with diagnosed special needs and disabilities. Services provided are based on the requirements of each child's Individual Family Services Plan (IFSP) for children under age three, or Individual Educational Program (IEP) for children over age three. For example, children with an Autism Spectrum diagnosis may receive services up to eight hours per day five days per week, while children designated Severely Handicapped may receive services for three and a half hours five days per week, and children diagnosed with a speech and language delay may receive 2 hours of speech therapy per week. In several cases, partnerships with Head Start and Early Head Start act to enhance the quality of services provided to children with an IFSP or IEP. Typically infants and toddlers receive home visits by teachers and other specialists instead of center-based services.

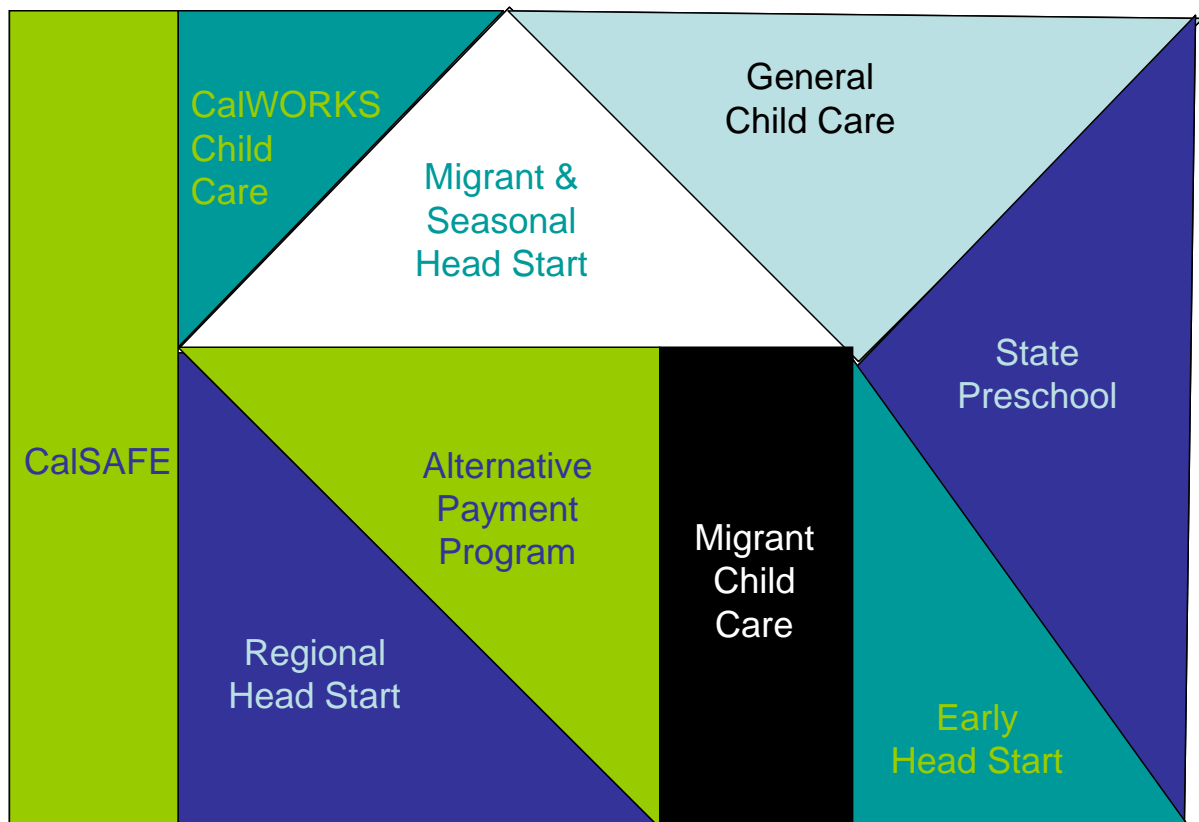
### **Private Child Care**

Parents may also pay directly for child care and preschool development services. According to SCOE Child Care Resource and Referral data pulled June 30, 2009, 145 center based programs are provided by a variety of for-profit and non-profit agencies, including several church-based programs. For parents choosing a smaller more home-like environment, 573 licensed child care homes are available. Days, hours of operation and program quality all vary. According to the State of California, Title 22 licensed family child care programs are required only to adhere to basic health and safety and staff training requirements.

### **Home Schooling**

Many parents of young children choose not to enroll their children in formalized early care and education settings. These parents may provide their children with individualized literacy and numeracy experiences in the home environment. These parents find unique ways to provide their children with experience socializing with other young children through avenues such as play dates.

Stanislaus County's varied preschool programs offer a unique patchwork of care, often referred to as the "Preschool Puzzle." The graphic below provides illustration of the complex Stanislaus County "Preschool Puzzle"



The effort to implement Stanislaus PFA would likely include providers in all current program types, from federally-sponsored Head Start programs and California State Preschool Programs to private child care centers and family child care homes. As long as



providers are willing and able to meet the program's requirements, their help would be needed to meet the demand.

**The goals of the delivery system's committee were to:**

1. Address the challenges and benefits of incorporating multiple funding streams and delivery systems
2. Provide linkages to full day, full year care
3. Develop a proposal for governance of Stanislaus Preschool For All

**Goal #1: Address the challenges and benefits of incorporating multiple funding streams and delivery systems**

*Multiple Funding Streams & Delivery Systems*

Recognizing the rich early care and education resources in Stanislaus County, the committee proposed that they all have a place in the Stanislaus PFA implementation. Families' needs and preferences would be best addressed by providing opportunities for parental choice of PFA provider. Including excellent private and public PFA providers and center based and family child care program options would maximize parental choice.

SCOE has a long history of administering programs with collaborated funding, particularly state child development division programs with the federal Head Start programs. In these programs, both funding sources approve the partnership and the program adheres to the highest standards in each program's rules and regulations. In a Universal Preschool Pilot program SCOE managed for several years, private pay families were also able to pay their child's full cost in a program that offered part day and full day program options meeting State of California Title 5 program regulations. In the pilot, it was discovered that private pay families were often unwilling or unable to pay the reimbursement rate for State Preschool and General Child Care, which was evidenced by an inability to keep the program's private pay slots full. In the pilot, families had the option of part day or full day services, based on their needs. This was a challenging aspect as the site only served 24 children at a time. The full day children were napping as the children in the afternoon part day session arrived, creating some degree of difficulty. The lesson learned from this experience is that classrooms should be either entirely full day or entirely part day whenever possible.

An important aspect in operating collaborated funding programs is proper allocation of expenses ensuring that each program pays its fair share. Budgets developed generally can apply an agreed upon percentage to all expenses to ensure proper budgeting (EX: 60% Head Start, 40% State Preschool). This approach could be applied to Stanislaus PFA programs operated by private preschool providers who allow parents to pay for hours after the PFA hours. (EX: PFA paid hours 8am-12pm; parent paid extended care hours 12pm-5pm).

## **Goal #2: Provide linkages to full day, full year care**

### *Full Day Services*

In order to successfully implement PFA it is necessary to address how the program would meet the needs of working parents. According to our needs assessment, it is anticipated that full day services would be needed for about half of the participating children. There are a number of methods available to address their need for full time care. Some PFA providers will provide service in excess of the four hour PFA block through other public funding sources and others will collect fees from parents. In other cases, children may attend a PFA program for a part day and a separate after school program offered by either licensed family child care providers, licensed child care centers, or license-exempt providers.

## **Goal #3: Develop a proposal for governance of Stanislaus Preschool For All**

### *Stanislaus PFA Program Governance*

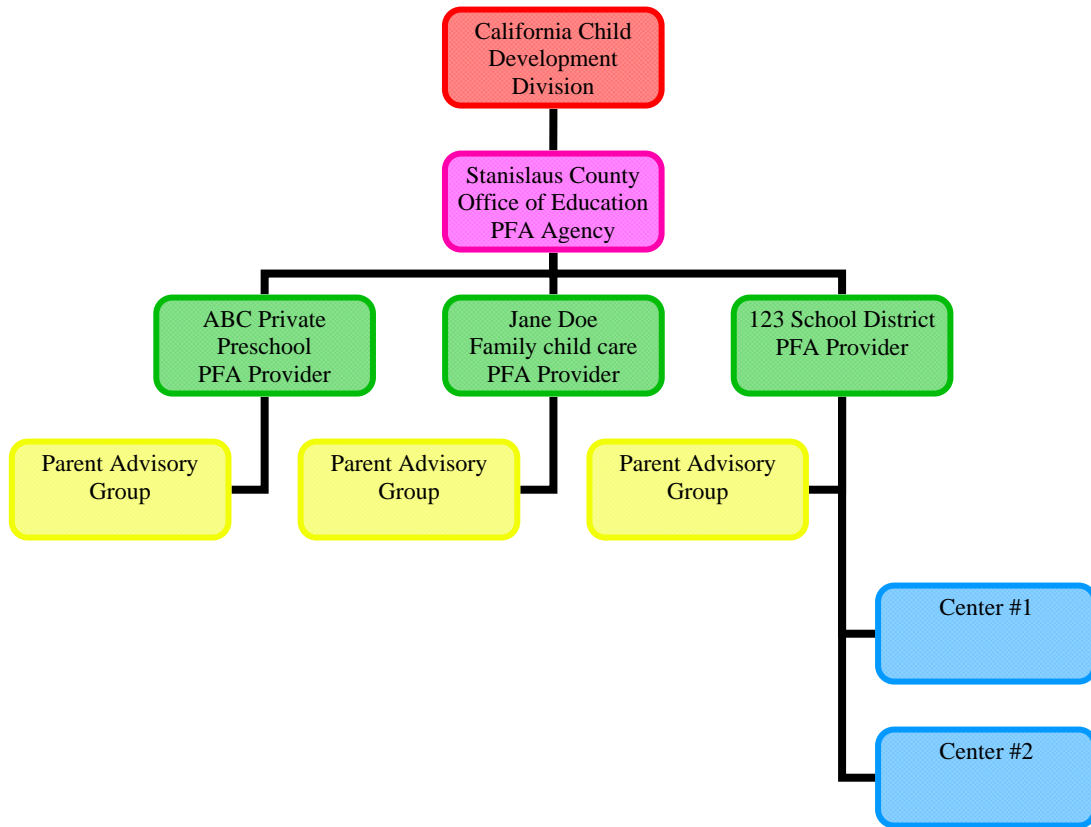
The system proposed to effectively and efficiently govern the Stanislaus PFA program is one similar to the SCOE Head Start program. Stanislaus County Office of Education, the County's largest provider of early care and education programs, would be a likely agency to serve as the PFA Agency and assume responsibility to administer the Stanislaus PFA program as well as support and oversee PFA providers. This is based on the structure of Proposition 82 as well as the 2002 Master Plan for Education, which both placed the County Offices of Education as the lead of Preschool For All programs. In order to ensure consistency, communication and excellence in programs, SCOE would accept requests for proposals to identify agencies who wish to become PFA providers. A tiered qualification process would allow providers time to achieve full qualification of staff and program quality. More information about this tiered approach is presented in the implementation and evaluation chapter.

SCOE would ensure oversight of the Stanislaus PFA Agency through uniform systems, regular effective communication with and between PFA providers and SCOE. SCOE, as the PFA Agency, would be responsible for monitoring, training, technical assistance and other support necessary for programs to achieve and maintain excellence.

A parent advisory committee would be put in place for each agency to facilitate parent involvement and input into the Stanislaus PFA Provider's programs. This active group would assist with program self-evaluation and planning, and would make recommendations to the PFA Providers. Any issues parents have that could not be resolved through the Providers' parent advisory committee would follow SCOE's uniform complaint procedure.

SCOE, the PFA Agency, would have primary legal, fiscal and management responsibility and be led by the Superintendent of Schools, who in line with California's constitution, would act as a board of one. Each PFA Provider's board of directors, if applicable, would have overall legal and fiscal responsibility for their program. The Board would approve program policies, budgets, program goals, and would participate in and see the results of the agency's annual self-evaluation.

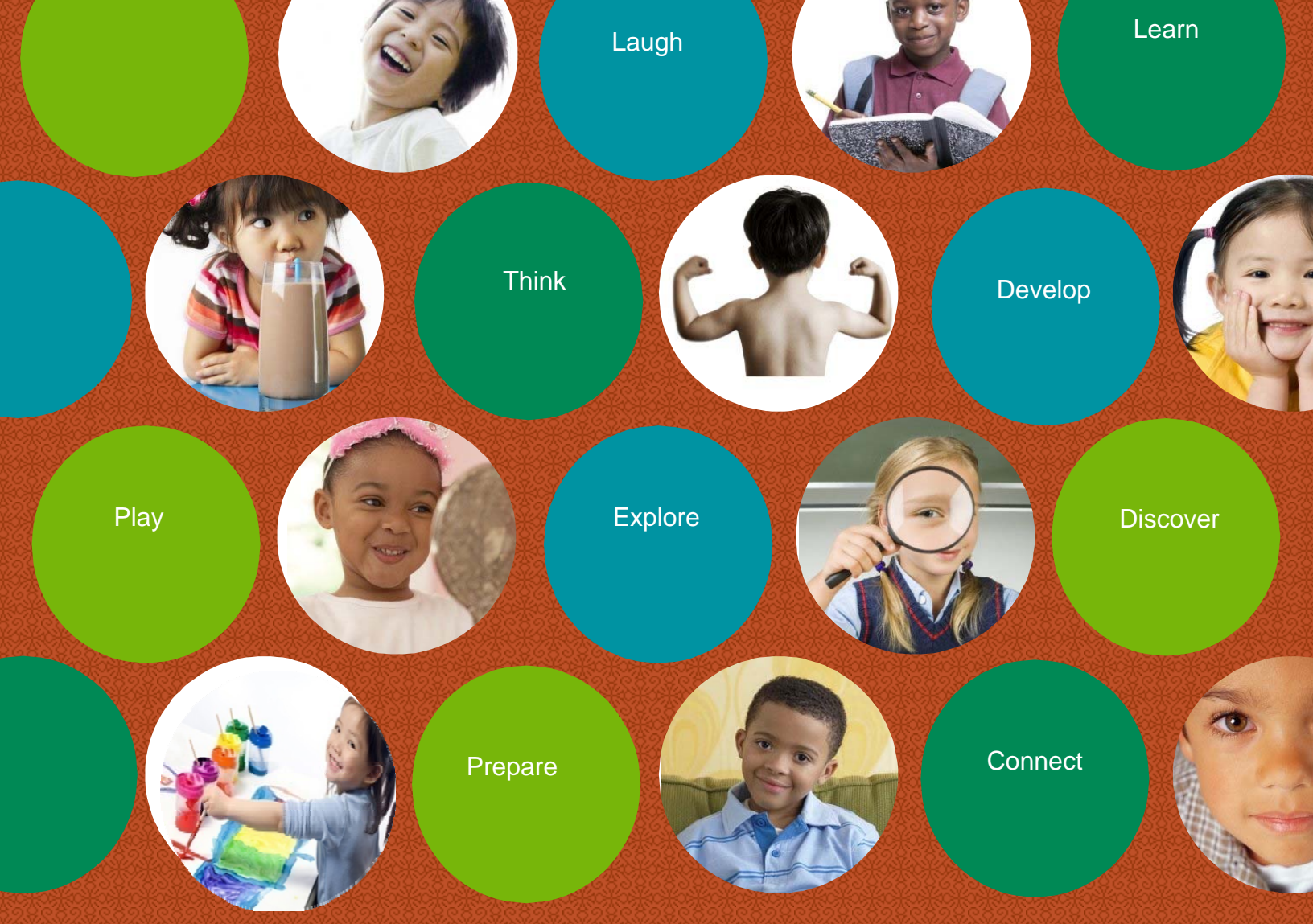
## Sample Organizational Chart for Stanislaus Preschool For All



### *Summary*

The complex mix of preschool programs or Stanislaus County “preschool puzzle” will serve as a starting base from which to launch the Stanislaus PFA program. Through developing strong partnerships, fueled by open communication, collaboration, and of course sufficient funding, an excellent quality Preschool For All program can reach all four-year-olds in Stanislaus County. Ideally, this will provide a model to expand excellent quality early care and education services to the entire 0-5 population.





## CHAPTER 8: FACILITIES

The cornerstone to successful implementation of Preschool For All in Stanislaus County is securing sufficient facilities. The term sufficient is used to describe both the quantity and the quality of facilities. Not only is it essential to secure facilities at which to provide an excellent preschool program, the facilities themselves must demonstrate excellence, which includes that they are safe and healthy, well equipped, and organized to enhance the learning experience of children.

“Well-designed facilities enhance child development and program quality. An adequate supply of facilities is needed to support rapidly increasing preschool education programs. The quality and location of the facilities can encourage enrollment and parent involvement. Facilities can help promote a positive workplace in an industry challenged to retain experienced teachers.” (Sussman & Gillman 2007).

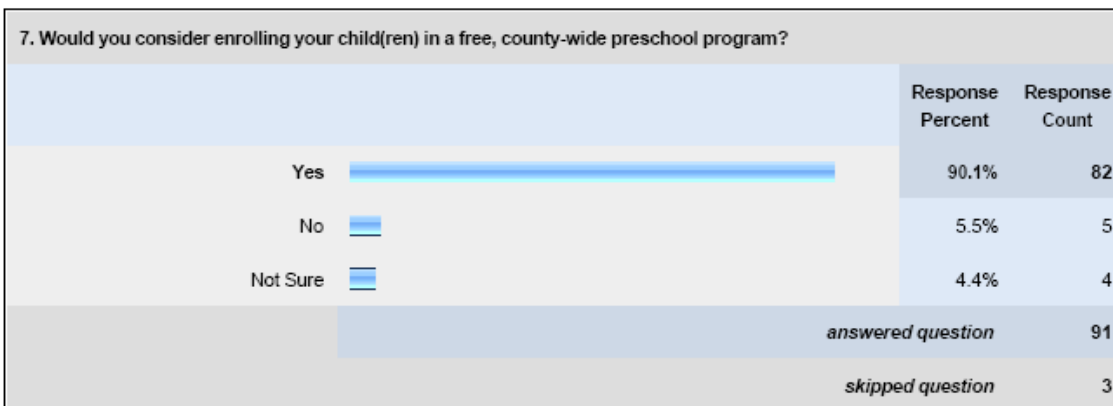
The facilities committee organized their work with three goals:

1. Conduct a needs and availability assessment of PFA facilities
2. Develop a plan to establish new or renovate existing facilities and license them for use
3. Establish systems to ensure PFA facilities are safe and well maintained

## Goal #1: Conduct a needs and availability assessment of PFA facilities

### *Estimating the Need for New Facilities*

The committee began by determining how many facilities would be required to implement PFA. It is estimated that the parents of 80% of four-year-olds will elect to enroll them in the Stanislaus PFA program. This supported by the fact that over 90% of those who chose to respond to the Parent & Caregiver survey stated that they would consider enrolling their child(ren) in a free, county-wide preschool program.



Based on the Needs Assessment, spaces for additional 4,257 children will be needed to provide voluntary PFA for all four-year-olds in the County. It is estimated that half of enrolled children will need full time services, which results in need for 3,224 additional licensed slots. For purposes of estimation, this equates to 161 additional classrooms. More information on the full day calculation is contained in the Needs Assessment Chapter.

### *Meeting the Facilities Needs through Partnerships*

Extensive partnership with businesses, school districts, other public early care and education providers, private early care and education providers and family child care providers will be necessary to provide sufficient slots to fully implement Stanislaus PFA.

It is anticipated that a majority of existing publically funded preschool providers and many private preschool providers would become PFA providers. It is estimated that 80% of currently licensed slots in the County dedicated to four- year-olds would become PFA slots. This estimation was supported by the results of the Teacher & Provider survey, in which 69.8% of respondents stated that they would be interested in becoming PFA providers. 26.3% stated they were unsure and only 1.9% stated that they would not be interested.

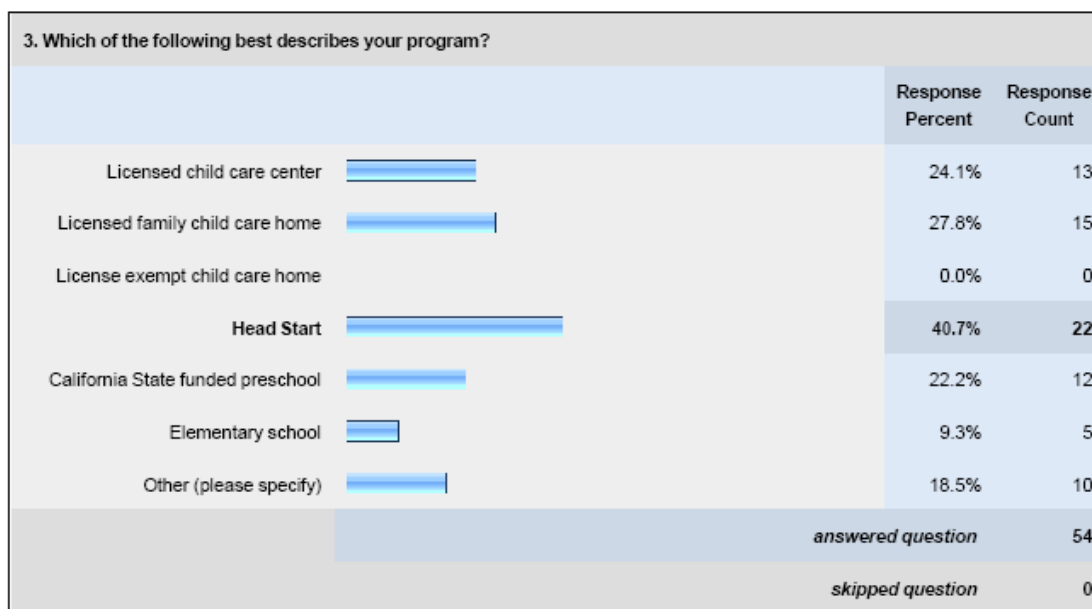


The identification of participation barriers was achieved through analysis of the comments of those who selected “Not Sure”. Addressing and overcoming their barriers to the extent permitted by the funding requirements is essential to successful PFA implementation.

Comments are provided from respondents who selected “Not Sure” and identified their reason. It is anticipated that the answers are also reflective of the concerns of their counterparts in the early care and education community:

- **Philosophy Concerns:** “Would depend if we could still maintain our Christian values.” “My concern would be a compromise to our school's philosophy and the method we approach children's learning, which is very developmental.”
- **Not in decision making capacity:** “It is up to the district (to participate in PFA,) not up me”. (two similar responses)
- **Need more information:** “I just need information on what this program is all about as a daycare provider and as a parent of young children.”
- **Teacher/Provider Qualifications:** “The amount of education required to participate in this program. While I have an AS Degree, obtaining a BA is just not affordable nor possible for myself or my family.”
- **Family Child Care Home model:** “Trying to implement PFA in the midst of a multi-aged clientele. (one similar response)

A range of respondents participated in the electronic or paper survey. Their participation by type is illustrated in the chart below.



Based on the fact that Stanislaus PFA is designed to be a part time program, it will be essential to develop partnerships to address parents' full time needs. It is anticipated that the services exceeding 4 hours will be funded with other sources, such as Head Start, California Department of Education, and parent fees, however the need to provide sufficient facilities must be addressed in this plan.

It was estimated that 253 classrooms will be needed to implement PFA. This is based on each class enrolling 20 children. Half of classrooms can serve 40 children by offering morning and afternoon sessions. The remaining half can serve 20 children with full day services. After estimating the total number of PFA classrooms needed, the estimated number of existing preschool classrooms that would likely participate in PFA was determined. Using these factors,



it was determined that 161 new classrooms would be required to implement PFA for 80% of four-year-olds in Stanislaus County.

<b>1. Estimated number of classrooms needed for PFA</b>	<b>253</b>
<b>2. Estimated number of public and private funded classrooms likely to participate in PFA</b>	<b>92</b>
<b>3. Estimated number of additional new classrooms needed for PFA</b>	<b>161</b>

#### *Determining the location of new PFA facilities*

Determining the target neighborhoods which would receive resources to develop facilities first would be determined by the priorities for phasing in of Stanislaus PFA. The chart in the Needs Assessment chapter on page 3-8 provides a depiction of the areas with the greatest need for facilities. This can be determined based on the areas with the highest unmet need for preschool services and highest numbers of neighborhood schools in low (1-3) deciles on the Academic Performance Index (API).

Concentration of greatest unmet need is not the only important factor when deciding where to locate new PFA sites, the availability of preschool facilities is a paramount concern. In order to identify potential facilities to be utilized for the Stanislaus PFA program, several surveys were created and distributed to public school superintendents and principals, as well as private agencies including churches. Eighty-eight percent of public school superintendents who responded to our survey stated that having preschool opportunities within the district was important or very important. Of them, 71% stated that they already have either Head Start (71%) or State Preschool (50%) operating within their school district.


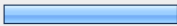
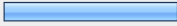
<b>1. Assuming that funding becomes available, having preschool opportunities within our district is</b>			
		<b>Response Percent</b>	<b>Response Count</b>
<b>Very Important to our school district.</b>		<b>68.8%</b>	<b>11</b>
Important to our school district.		18.8%	3
Not a priority to our district at this time.		12.5%	2
Other (please specify)			0
<b>answered question</b>			<b>16</b>
<b>skipped question</b>			<b>0</b>

**Goal #2: Develop a plan to establish new or renovate existing facilities and license them for use**

*Estimating the cost of new facilities*

In the survey of public school superintendents, 60% stated they definitely will have or may potentially have facilities available for PFA. According to the survey as many as 15 existing classrooms may be available for PFA, 12 of which are in “good shape”. The remaining 3 would require repairs or “upgrades.” The classrooms are a mixture of typical stick built and modular classrooms. Bathrooms are available either inside or nearby the classrooms. All but one has age appropriate playgrounds nearby. It is not clear however, if the existing playgrounds are being used for licensed preschool or kindergarten and could accommodate an increased capacity.

After utilizing the 15 available public school classrooms, an additional 146 new classrooms will be needed. Based on experience, it is estimated that the cost to locate and install a prefabricated classroom and outdoor play yard appropriate for preschool use on

3. Planning ahead, please select one of the following:			
		Response Percent	Response Count
Our district will definitely have facilities available for Preschool For All.		20.0%	3
Our district may potentially have facilities available for Preschool For All.		40.0%	6
Our district will not have facilities available for Preschool For All.		40.0%	6
answered question			15
skipped question			1

public land would be \$345,000. This assumes that the land is provided to Stanislaus PFA at no cost, which is common practice in Stanislaus County and that utility connections are easily accessed. This estimate also assumes that the new classroom is part of a two-classroom project. Co-locating two or more new classrooms allows sharing costs for planning, utilities connection, and construction, including an outdoor play yard. In addition to the construction cost, it is estimated that \$45,000 would be needed to fully equip each classroom. This brings the total estimated cost for one new classroom to \$420,000. Based on these estimates, it is anticipated that the funding required to establish 161 new classrooms for PFA would be \$62,145,000. It is impossible to determine the cost to make needed repairs to classrooms described as “needing repair” without extensive assessment, but \$50,000 was used as an estimate. See chart below for calculation details.

Cost to establish 161 new classrooms for PFA	Number of Classrooms	Facility Cost	Equipment cost	Total Cost
Total new classrooms needed	161			
Existing public school facilities in "good shape"	12		\$45,000	\$540,000
Existing public school facilities requiring repair	3	\$50,000	\$45,000	\$285,000
New facilities needed	146	\$375,000	\$45,000	\$61,320,000
Total estimated cost to develop new facilities				\$62,145,000



The enormous cost of establishing new facilities makes clear the need to ensure the participation of family child care homes, who generally are well able to address parent's need for full time care. It is estimated that a cost of \$15,000 would be associated with equipping a family child care home with materials and equipment necessary to implement PFA.

In comparing this projected cost with the funding level proposed in the failed 2006 "Preschool Education" Act, Proposition 82, (\$41 million annually) it is clear that extensive use of existing facilities through renovation and support from other funding streams would be essential to reduce the cost of establishing needed facilities and realizing the goal of Preschool For All.

### *Financing facilities construction*

In addition to allocating PFA funding for facilities construction, some other funding sources to consider are:

Head Start

Title I (School district partnership)

California State Preschool Program

District School Bonds

Migrant Child Care

Children and Families Commission Grants (First 5)

Community Development Block Grants (CDBG)

Affordable Buildings for Children's Development (ABCD)

Child Care Facilities Fund (CCFF)

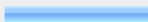


California Preschool Energy Efficiency Program (CPEEP)

### *Securing Facilities*

Efforts to locate and secure facilities for PFA would include mass advertizing, website and e-mailed communications, as well phone calls. Once an agency indicates that it may have an interest in providing a facility for the Stanislaus PFA program, a site visit will be conducted with both a child development expert and maintenance expert. During the visit, they will assess the facility to determine if it would meet California Community Care Licensing requirements. If it is determined that the site, in its current state, would not meet licensing requirements or program standards an estimate of the cost to improve the facility will be created. The Facility Planning for Preschool Programs document is a useful tool for this purpose and can be found as Appendix G.

### *Transportation*

Currently, a majority of preschool programs in the county do not provide transportation. In order to minimize this cost and best meet the needs of families, every effort will be made to locate centers within walking distance of the greatest number of families. Where this is impossible, effort will be made to communicate with public transportation entities to make parents aware of their services and make efforts to influence location of bus stops when necessary. It is hoped that by making adequate provisions for full time care, PFA providers can assist to decrease the need for transportation that was indicated in the parent survey (next page).

11. Would you need transporation assistance to use part-time preschool?		
	Response Percent	Response Count
Yes 	26.7%	24
No 	61.1%	55
Not sure 	12.2%	11
<i>answered question</i>		90
<i>skipped question</i>		4

### Goal #3: Establish systems to ensure that PFA facilities are safe and well maintained

All Stanislaus PFA facilities would be licensed by the California Department of Social Services, Community Care Licensing division, which ensures that all licensed child care facilities meet basic health and safety requirements as described in Title 22 regulations. The facilities committee also addressed the need to continue to focus on facilities through ongoing monitoring and maintenance. The committee recommended implementation of current SCOE Head Start systems which include completion of a health and safety checklist (Appendix E) by teachers prior to classroom operation, again within 30 days following opening, and again by monitoring staff throughout the year. Daily inspections will also be conducted to ensure the facilities are in safe condition. One example, the Outdoor Safety Inspection Checklist, is Appendix H. In addition thorough annual facilities inspections are conducted by maintenance staff to annually evaluate and anticipate repair needs (Appendix G).

#### Summary

Ensuring that sufficient facilities are made available for Stanislaus Preschool For All will be a major effort through all phases of implementation. Once facilities and land are located and evaluated, planning for facilities construction will be a major undertaking. In addition to funds made available for PFA implementation, a mix of funding streams will be required. The cost of construction varies greatly over time. For this reason, continued data should be collected regarding the availability of classrooms, cost to renovate and cost to construct new classrooms. As classrooms are operable, effort must be taken to ensure that the facilities remain safe and healthy, ensuring that children have optimal conditions in which to learn.







## CHAPTER 9: BUDGETING FOR AND FINANCING STANISLAUS PRESCHOOL FOR ALL

The primary work of the finance committee was to take direction from the other committees regarding the needs of the Stanislaus PFA program and determine the funding necessary to support them. After determining the factors related to quality and delivery systems in the Stanislaus PFA Plan, it was necessary to provide an estimate of the cost to implement and maintain the program. Factors which greatly affected the development of the PFA budget were teacher qualifications and compensation, program duration, collaboration with existing preschool programs, teacher to child ratios, and the development of new facilities.

### *Funding Level Assumptions*

The funding level assumed in the creation of this finance chapter and the Stanislaus PFA plan mirrors that proposed in the Proposition 82 of 2006 “Preschool Education” ballot initiative. Although this initiative failed in the June 2006 general election, the structure proposed in the initiative reflects the basic elements of the Stanislaus PFA Plan in regards to staffing, teacher education requirements and program management. Had the initiative passed, an estimated \$41 million would have come to Stanislaus County for the purpose of implementing PFA.

The cost to fully implement PFA was estimated based on information available to the committee at the time of the publication of this plan. The funding level used in the Plan is based on the funding level proposed in Prop. 82. If it would have been approved by voters, it would have provided \$41 million annually for the operation of Stanislaus PFA. The following provides a model of how this annual revenue, combined with existing early care and education funding would be utilized to phase in the Stanislaus PFA Program.

In determining how to plan financially for PFA, the finance committee identified the following goals:

1. Determine the cost for start up of new facilities and programs including creating administrative systems
2. Estimate the cost of providing ongoing Preschool For All to 80% of four-year-olds in Stanislaus County.
3. Develop a proposal to fund PFA, which may utilize a variety of funding streams including special education block grants, Title 1 funds, Head Start & California Department of Education Child Development Division funds.

*Budgeting for PFA the Waterford example*

Detailed budget projections in the Stanislaus PFA Plan were developed to address facilities development costs, staffing patterns, operating expenses, teacher qualification activities, and training support costs in one zip code. For this Plan, Waterford Unified School District was selected due to their relatively small size, the fact that they are the sole provider of public preschool in their zip code (95386), their status as a State Preschool contractor and Head Start delegate. Also a factor was their willing cooperation with the process.

Waterford currently provides the following early care and education programs:

<b><u>Program</u></b>	<b><u>Funded Enrollment</u></b>
California State Preschool	48
Head Start	20
Head Start/State Preschool Collaboration	<u>80</u>
	148

**Goal #1: Determine the cost for start up of new facilities and programs including creating administrative systems**

Four additional classrooms would be required to provide PFA in Waterford. Based on experience, the cost to construct, equip and supply the four additional classrooms and one shared playground would be approximately \$1,680,000. A discussion of how this cost was determined is available in the facilities chapter. This cost would be significantly reduced (to as low as \$500,000) if existing school classrooms were made available.

As described in the Facilities chapter (page 8-5) the estimated cost to establish sufficient new facilities County-wide to implement Stanislaus PFA is \$62,145,000.

**Goal #2: Estimate the cost of providing ongoing Preschool For All to 80% of four-year-olds in Stanislaus County.**

Objective #1: Determine the cost to enhance existing Head Start and California Department of Education Child Development Division (CDE) programs to become Preschool For All providers.

Objective #2: Determine the cost to provide Preschool For All to children who are not enrolled in Head Start or CDD programs.

Objective #3: Determine the cost to administer the Preschool For All program including activities related to monitoring, data accumulation, general oversight of the program, budgeting, budget control, training and technical assistance.

Based on the funding level assumed in the Proposition 82 of 2006 "Preschool Education" ballot initiative, funding of approximately \$6,800 would be allocated per child. Due to the enormous task of administering the program, it is proposed that up to 15% of PFA funding would be retained by the administrative agency. For the purposes of this plan, Stanislaus County Office of Education is proposed to be the administrative agency. The PFA agency would then fund intensive monitoring, training, technical support, data collection and analysis, budgeting and expenditure oversight, teacher qualification grants and support, and auxiliary services required to administer a program of this magnitude.

PFA Providers would receive \$6,695 per child for new PFA slots, and \$2,774 for Head Start or California State Preschool Program enhanced PFA slots. The cost for enhanced slots was based on the cost to upgrade current Head Start and California State Preschool Program slots to meet PFA standards. Head Start would fund the social services and expanded health and other requirements required by program regulations.

Based on the requirements set by the Commission, a annual operating budget totaling \$1,074,472 was developed which provides PFA to 143 children in Waterford Unified School District. It accommodates the staff compensation recommendations of equal compensation for equal education for PFA teachers compared to beginning K-12 teachers, compliance with adult to child ratios of 1:10, ongoing training and technical assistance, mental health support, and other anticipated ongoing costs (see Goal #3 below).

**Goal #3: Develop a proposal to fund PFA, which may utilize a variety of funding streams including special education block grants, Title 1 funds, Head Start & California Department of Education Child Development Division funds.**

#### *Estimating the cost of PFA*

Due to the rapidly changing economy of the State of California, developing a funding structure and proposed budget for the Stanislaus PFA program is a difficult task. Also due to the current budget shortfalls experienced by the State of California, it is expected that implementation of PFA will not begin for a number of years. At that time, cost estimates will need revision based on recalculated expenses and anticipated revenue.

#### *Budgeting for Program Operation*

Based on birth data and kindergarten enrollment records and assuming an 80% participation rate among four-year-olds, it is expected that 143 children would likely participate in Stanislaus PFA in the 95386 zip code.

The sample budget which begins on the next page represents the expenses for a PFA program serving 143 four-year-olds, 55 of whom are enrolled in a Head Start or State Preschool program which is enhanced to PFA standards. Three-year-olds served in the Head Start and State Preschool Programs would be represented in separate budgets. For consistency of data, July 2008 Head Start and State Preschool enrollment levels were used and budgets do not reflect the expansion that Waterford and other programs were awarded in January of 2009.

# Preschool For All--Full Implementation Budget

2009 Projections

**Agency: Waterford Unified School**

**District**

Waterford, 95386

					PFA	CDE/Head Start	Total
					\$661,185	\$413,287	\$1,074,472
					62%	38%	100%
<b>6a Personnel</b>					<b>353,477</b>	<b>216,627</b>	<b>570,074</b>
1	Director	\$409	per day	220 work days	55,788	34,192	89,980
7	PFA Master Teachers	\$235	per day	181 work days	184,602	113,143	297,745
3.5	Permit Teachers	\$177	per day	181 work days	69,521	42,609	112,130
1	50% Mental Health Clinician	\$24,000	part time consultant		14,880	9,120	24,000
1	Custodian (50%)	\$53	per day	185 work days	6,079	3,726	9,805
1	Secretary (50%)	\$54	per day	185 work days	6,194	3,796	9,990
1	Substitutes		experience		3,720	2,280	6,000
1	Business Tech III (50%)	\$89	per day	230 work days	12,663	7,761	20,424
<b>6b Fringe Benefits</b>					<b>110,499</b>	<b>67,725</b>	<b>178,224</b>
	Estimate for Certified	\$387,725	@ 33 %		79,328	48,621	127,949
	Estimate for Classified	\$152,349	@ 33%		31,171	19,104	50,275
<b>6c Travel (Out of County)</b>					<b>6,200</b>	<b>3,800</b>	<b>10,000</b>
	Meeting/Conference attendance				6,200	3,800	10,000
<b>6d Equipment (Over \$5,000/Unit)</b>					<b>44,256</b>	<b>35,173</b>	<b>79,429</b>
	Playground Equipment				44,256	35,173	79,429
<b>6e Equipment (Under \$5,000/Unit)</b>					<b>12,400</b>	<b>7,600</b>	<b>20,000</b>
	Computers (child/adult)				12,400	7,600	20,000
<b>6e Supplies</b>					<b>63,640</b>	<b>39,004</b>	<b>102,644</b>
	Instructional Supplies	\$397	per child per year		54,123	33,172	87,295
	Books		experience		3,301	2,023	5,324
	Child Supplies	\$25	per child per year		3,426	2,099	5,525
	Parent Meeting Supplies	\$80	x 10 meetings		496	304	800
	Training Supplies		experience		930	570	1,500
	Field Trip	\$200	per class		1,364	836	2,200
<b>6f Contracts</b>					<b>32,364</b>	<b>19,836</b>	<b>52,200</b>
	Copier Maintenance				620	380	1,000
	Training Consultant				3,100	1,900	5,000
	Meals & Snacks	88	full price children x \$3/day x 175 days		28,644	17,556	46,200
<b>6g Construction, Repairs/Renovation</b>					<b>0</b>	<b>0</b>	<b>0</b>
<b>6h Other</b>					<b>38,379</b>	<b>23,522</b>	<b>61,901</b>

Pupil Insurance	\$5.50 per child x 143	488	299	787
Staff Travel	experience	620	380	1,000
Utilities & Telephone	experience	24,266	14,873	39,139
Printing	experience	2,961	1,814	4,775
Licensing Fee	experience	744	456	1,200
Alarm	experience	1,550	950	2,500
Pest Control	experience	1,240	760	2,000
Rentals & Repairs	experience	310	190	500
Maintenance Work Orders	experience	6,200	3,800	10,000

### *County-Level Projections*

Production of a detailed projection of the County level revenue and implementation cost for Stanislaus PFA was not within the scope of work for this Plan. However, estimates were created by zip code and can be found in the charts on the following pages. The keys following the charts provide an explanation of the many assumptions that were made during this very general estimation. Although the expected county revenue is \$41 million, the spreadsheet accounts for approximately \$38,403,752, a savings from enhancing California State Preschool Program, other state Child Development Funded programs and Regional and Migrant Head Start slots. The remaining \$2,595,248 would be set aside in a reserve account for future needs, such as increased teacher compensation and replacement or renovation of facilities.





<b>Total number of projected enrollees and corresponding funding by zip code</b> Enhanced Enrollees indicates California State Preschool Program (or other CDE, CDD program) and Migrant/Regional Head Start slots which are enhanced to PFA level.							
<b>A</b>		<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
<b>(1) Zip Codes in the County</b>		<b>Total Number of enrollees</b>	<b>Number of Full Cost Enrollees</b>	<b>PFA Income for Full Cost Enrollee</b>	<b>Number of Enhanced Enrollees</b>	<b>PFA Income for Enhanced Enrollees</b>	<b>Total Income</b>
1	95307	593	417	\$2,835,600	176	\$574,288	\$3,409,888
2	95313	21	17	\$115,600	4	\$13,052	\$128,652
3	95316	81	42	\$285,600	39	\$127,257	\$412,857
4	95319	28	13	\$88,400	15	\$48,945	\$137,345
5	95323	8	8	\$54,400	0	\$0	\$54,400
6	95326	114	76	\$516,800	38	\$123,994	\$640,794
7	95328	56	20	\$136,000	36	\$117,468	\$253,468
8	95329	17	17	\$115,600	0	\$0	\$115,600
9	95350	597	452	\$3,073,600	145	\$473,135	\$3,546,735
10	95351	871	465	\$3,162,000	406	\$1,324,778	\$4,486,778
11	95352	0	0	\$0	0	\$0	\$0
12	95353	0	0	\$0	0	\$0	\$0
13	95354	375	206	\$1,400,800	169	\$551,447	\$1,952,247
14	95355	551	445	\$3,026,000	106	\$345,878	\$3,371,878
15	95356	366	307	\$2,087,600	59	\$192,517	\$2,280,117
16	95357	144	118	\$802,400	26	\$84,838	\$887,238
17	95358	507	316	\$2,148,800	191	\$623,233	\$2,772,033
18	95360	140	82	\$557,600	58	\$189,254	\$746,854
19	95361	302	260	\$1,768,000	42	\$137,046	\$1,905,046
20	95363	287	189	\$1,285,200	98	\$319,774	\$1,604,974
21	95367	321	260	\$1,768,000	61	\$199,043	\$1,967,043
22	95368	165	84	\$571,200	81	\$264,303	\$835,503
23	95380	659	417	\$2,835,600	242	\$789,646	\$3,625,246
24	95381	6	5	\$34,000	1	\$3,263	\$37,263
25	95382	375	321	\$2,182,800	54	\$176,202	\$2,359,002
26	95386	143	88	\$598,400	55	\$179,465	\$777,865
27	95387	15	13	\$88,400	2	\$6,526	\$94,926
29	95359 95397	0	0	\$0	0	\$0	\$0
<b>Total County</b>		<b>6742</b>	<b>4638</b>	<b>\$31,538,400</b>	<b>2,104</b>	<b>\$6,865,352</b>	<b>\$38,403,752</b>
<b>Key: to Total number of projected enrollees and corresponding funding by zip code</b> <b>A-Zip codes;</b> <b>B-</b> Total projected Stanislaus PFA enrollment (participation rate of 80% of 2005 birthrate); <b>C-</b> Number of estimated new preschool slots needed (participation rate 80% of 2005 birthrate); <b>D-</b> Column C x \$6,800 (Estimated per child PFA funding); <b>E-</b> Number of current preschool slots to receive PFA enhancement funding (Head Start & State Preschool); <b>F-</b> Column E x \$3,263 (Estimated per child enhancement is the difference between estimated PFA per child income and Head Start/State preschool cost for "education program") PFA estimated per child rate is \$6,800. Head Start "education cost" per child is \$3,537. The difference or "enhancement" is \$3,263 per child. <b>G-</b> Column D + Column F							

	Estimated Number of Master Teachers and Permit Teachers needed in PFA and PFA enhanced State Preschool and Head Start programs. Includes estimated costs.									
		H	I	J	K	L	M	N	O	P
	(1) Zip Codes in	Full Cost Master Teachers Required	Full Cost Master Teacher Expense	Enhanced Master Teachers	Enhanced Master Teacher (MT) Expense	Full Cost PTs Required	Full Cost Permit Teachers (PT) Expense	Enhanced PTs	Enhanced Permit Teacher Expense	Total MT & PT Expense
1	95307	21	\$1,172,521	9	241,287	10	\$415,353	4	96,461	1,925,622
2	95313	1	\$47,801	0	5,484	0	\$16,933	0	2,192	72,410
3	95316	2	\$118,096	2	53,467	1	\$41,834	1	21,375	234,772
4	95319	1	\$36,553	1	20,564	0	\$12,949	0	8,221	78,287
5	95323	0	\$22,494	0	0	0	\$7,968	0	0	30,463
6	95326	4	\$213,697	2	52,096	2	\$75,700	1	20,827	362,320
7	95328	1	\$56,236	2	49,354	1	\$19,921	1	19,731	145,242
8	95329	1	\$47,801	0	0	0	\$16,933	0	0	64,733
9	95350	23	\$1,270,934	7	198,788	11	\$450,215	4	79,471	1,999,407
10	95351	23	\$1,307,487	20	556,606	12	\$463,163	10	222,518	2,549,774
11	95352	0	\$0	0	0	0	\$0	0	0	0
12	95353	0	\$0	0	0	0	\$0	0	0	0
13	95354	10	\$579,231	8	231,691	5	\$205,186	4	92,625	1,108,732
14	95355	22	\$1,251,251	5	145,321	11	\$443,242	3	58,096	1,897,910
15	95356	15	\$863,223	3	80,886	8	\$305,787	1	32,336	1,282,232
16	95357	6	\$331,792	1	35,645	3	\$117,534	1	14,250	499,221
17	95358	16	\$888,529	10	261,851	8	\$314,752	5	104,682	1,569,814
18	95360	4	\$230,568	3	79,515	2	\$81,676	1	31,788	423,547
19	95361	13	\$731,068	2	57,580	7	\$258,973	1	23,019	1,070,640
20	95363	9	\$531,430	5	134,353	5	\$188,253	2	53,711	907,748
21	95367	13	\$731,068	3	83,628	7	\$258,973	2	33,433	1,107,102
22	95368	4	\$236,191	4	111,047	2	\$83,668	2	44,394	475,300
23	95380	21	\$1,172,521	12	331,770	10	\$415,353	6	132,634	2,052,278
24	95381	0	\$14,059	0	1,371	0	\$4,980	0	548	20,958
25	95382	16	\$902,588	3	74,031	8	\$319,732	1	29,596	1,325,947
26	95386	4	\$247,438	3	75,402	2	\$87,652	1	30,144	440,637
27	95387	1	\$36,553	0	2,742	0	\$12,949	0	1,096	53,340
29	95359 95397	0	\$0	0	0	0	\$0	0	0	0
<b>Total County</b>		<b>232</b>	<b>\$6,520,518</b>	<b>105</b>	<b>\$2,884,479</b>	<b>116</b>	<b>\$4,619,680</b>	<b>53</b>	<b>1,153,150</b>	<b>21,698,437</b>

**H-** Number of Master Teachers (MT) required for children represented in Columns C (based on 1:20 ratio, MT works one session); **I-** MT Costs estimated to be paid by PFA at sites which are not Head Start (HS) or State Preschool (CSPP). Estimate is based on \$56,238 for salary and benefits. Note: salaries are at Step 1, column one Stanislaus County Average for BA level, costs increase with increased education; **J-** Number of MT required to serve children represented in Column E. (based on 1:20 ratio, MT works one session); **K-** MT costs estimated to be paid by PFA at sites with HS and/or CSPP, HS or SPS will pay 25,302 of each enhanced MT's cost. PFA will pay 27,419. Total MT pay is 52,721. Number shown is PFA cost. Note: salaries are actual HS teacher salaries; **L-** Number of Permit Teachers (PT)s required to serve children represented in Column C. (based on 1:20 ratio, PT works two sessions); **M-** PT costs estimated to be paid by PFA at sites without HS or CSPP. Estimate is based on \$39,842 for salary and benefits. Note: salaries are at Step 3 HS AA level, costs increase with increased education, **N-**Number of PT required to serve children represented in Column E. (based on 1:20 ratio, PT works two sessions); **O-**PT costs estimated to be paid by PFA at sites with HS and/or CSPP, HS or CSPP will pay 17,919 of each enhanced PT's cost. PFA will pay 21,923, Total PT pay is 39,842. Number shown is PFA cost. NOTE: All numbers are rounded to nearest dollar, child and teacher, thus simple calculation checks will indicate errors in the spreadsheet. CSPP includes 4-year olds in MCC & CCTR

Estimated cost to operate Stanislaus PFA by Zip code				
		P	Q	R
	(1) Zip Codes	Total Master Teacher & Permit Teacher Cost	Operating Support Cost	Total Cost
1	95307	\$1,925,622	\$1,484,266	\$3,409,888
2	95313	\$72,410	\$56,242	\$128,652
3	95316	\$234,772	\$178,085	\$412,857
4	95319	\$78,287	\$59,058	\$137,345
5	95323	\$30,463	\$23,937	\$54,400
6	95326	\$362,320	\$278,474	\$640,794
7	95328	\$145,242	\$108,226	\$253,468
8	95329	\$64,733	\$50,867	\$115,600
9	95350	\$1,999,407	\$1,547,328	\$3,546,735
10	95351	\$2,549,774	\$1,937,004	\$4,486,778
11	95352	\$0	\$0	\$0
12	95353	\$0	\$0	\$0
13	95354	\$1,108,732	\$843,515	\$1,952,247
14	95355	\$1,897,910	\$1,473,968	\$3,371,878
15	95356	\$1,282,232	\$997,885	\$2,280,117
16	95357	\$499,221	\$388,017	\$887,238
17	95358	\$1,569,814	\$1,202,219	\$2,772,033
18	95360	\$423,547	\$323,307	\$746,854
19	95361	\$1,070,640	\$834,406	\$1,905,046
20	95363	\$907,748	\$697,226	\$1,604,974
21	95367	\$1,107,102	\$859,941	\$1,967,043
22	95368	\$475,300	\$360,203	\$835,503
23	95380	\$2,052,278	\$1,572,969	\$3,625,246
24	95381	\$20,958	\$16,305	\$37,263
25	95382	\$1,325,947	\$1,033,055	\$2,359,002
26	95386	\$440,637	\$337,228	\$777,865
27	95387	\$53,340	\$41,586	\$94,926
29	95359 95397	\$0	\$0	\$0
<b>Total County</b>		<b>\$21,698,437</b>	<b>\$16,705,315</b>	<b>\$38,403,752</b>
<b>P-</b> Total Column H + Column J +Column M + Column O (previous page); <b>Q-</b> Total Operating Costs other than those represented in Column P (detailed in Preschool For All sample budget); <b>R-</b> Total Costs (Column P + Column Q)				

### Summary

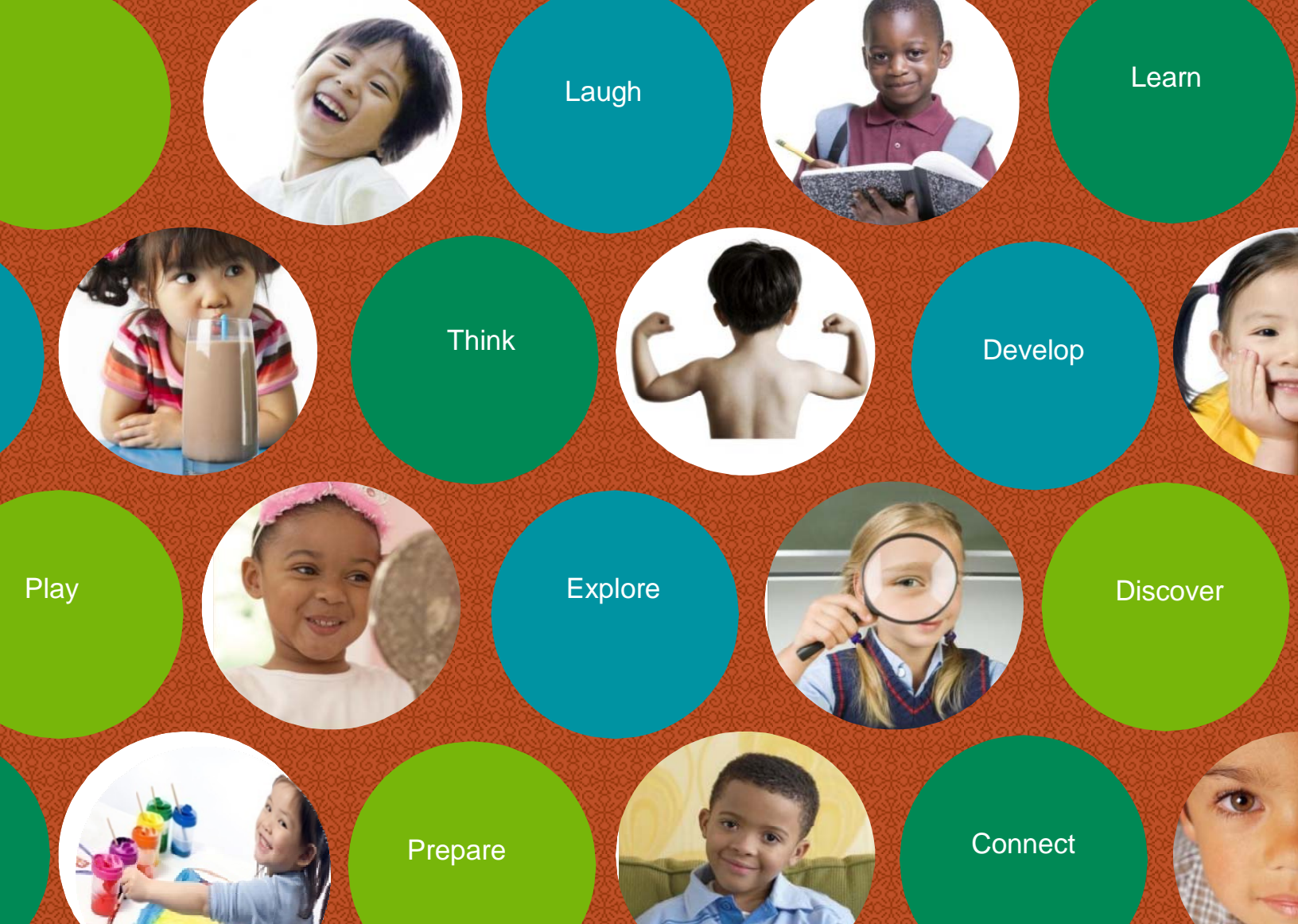
Funding PFA in Stanislaus County will require creativity, detailed planning and extensive collaboration far beyond the first step of a written PFA Plan. The mix of early care and education programs currently available in Stanislaus County provide a ready supply of potential partners to help make PFA a success through greater efficiency of implementation and augmented funding. Engaging Head Start as a partner will ensure that families have access to needed health and social services, as well as full day services, innovative training

methods and efficient and effective system models. Partnerships with special education providers will benefit the PFA program through access to additional facilities, specialized staff and enhanced screenings and developmental assessments of children. Partnerships with California Child Development Division programs will be a natural fit due to the fact that funding will most likely come from the State of California directly or from the federal government, passing through the State. Other counties have made considerable progress toward implementation of PFA through partnerships with school districts who have contributed Title I funds and the Children and Families Commission, which receives funding through Proposition 10 to support children ages 0-5.

Engagement of stable funding streams is key to establishing a sustainable PFA program. As funding becomes available to expand existing and develop new preschool programs, it is important to utilize needs assessment data and information regarding the availability of facilities and commitment of local school districts and preschool providers. The ongoing cost estimate figures in this plan represent implementation through full funding, however, the County needs to be prepared to prioritize implementation based on the actual funding level made available for Preschool For All.







## CHAPTER 10: IMPLEMENTATION & EVALUATION

### *Implementation*

Timelines for implementation of the Stanislaus PFA Program will be dependent on a variety of factors including: funding level, funding source(s), applicable regulations, actual participation rates of providers and children, workforce preparation, and availability of facilities. The Plan attempts to address many of the variables and provide recommendations based on anticipated and possible scenarios, but it is impossible to predict all aspects of a program which is not yet a reality.

Targets for an implementation plan which phases in PFA over a ten year period are presented on the following page. The estimates are based on 10% implementation the first year and an additional 10% each successive year until fully implemented in year ten, and on the assumption that funding is made available for the activities as proposed.

### 10-year Phase in Plan for Implementation of Stanislaus PFA

Year	Target Enrollment	Target # for Licensed Slots (50% part day & 50% full day)	Workforce (Master Teachers & Teachers, combined)
1.	648	486	65
2.	1,295	971	130
3.	1,943	1,457	194
4.	2,590	1,943	259
5.	3,238	2,428	324
6.	3,885	2,914	389
7.	4,533	3,399	453
8.	5,180	3,885	518
9.	5,828	4,371	583
10.	6,475	4,856	648

Due to the complexity of implementing the PFA program, a phased-in approach to program requirements must also be incorporated. The following chart provides an explanation of how expectations will be phased in for PFA providers. Entry level providers will be eligible for participation on a probationary basis and will be expected to demonstrate sufficient progress through the levels. All providers must reach Level 5 to be deemed an excellent quality PFA provider. Timelines set with providers must be individualized based on their starting points and integrated with their teacher's professional development plans. Programs will achieve full PFA funding levels as they accomplish Level 5 provider-status.

The PFA Implementation Matrix below aligns with the Stanislaus FPA Benchmark Implementation Plan in the Program Quality & Curriculum chapter beginning on page 5-4. Some language utilized in Levels 1-4 was level 5 were taken from the Classroom Assessment Scoring System (CLASS) manual.

### PFA Implementation Matrix

		Level 1 Entry	Level 2 Developing	Level 3 Good	Level 4 Very Good	Level 5 Excellent
<b>Benchmark #1: Early Learning Standards</b>						
1.1	<i>Teachers use a curriculum with specified goals, approach toward learning, expected outcomes and assessment procedures</i>	Meet Title 22 regulations	Evidence that staff have an understanding of curriculum	Evidence that staff understand curriculum and have goals in place	Evidence that staff understand that outcomes are used for planning purposes in classroom	Fully implement strategy detailed in Quality & Curriculum Chapter
1.2	<i>Children are respected, nurtured, and challenged</i>	Meet Title 22 regulations	Make adequate progress toward full implementation	Make adequate progress toward full implementation	Make adequate progress toward full implementation	Fully implement strategy

		Level 1 Entry	Level 2 Developing	Level 3 Good	Level 4 Very Good	Level 5 Excellent
1.3	<i>Children have ongoing opportunities to learn important skills, knowledge, and dispositions</i>	Meet Title 22 regulations	Materials readily available and accessible	Variety of modalities and materials	Learning is maximized by providing a routine/schedule /materials that allows for learning	Fully implement strategy
1.4	<i>Children are able to make meaningful decisions throughout the day</i>	Meet Title 22 regulations	Teacher gives opportunities to make choices	Teacher asks open-ended questions and encourages prediction/ experimentation/evaluation	“Teacher often has discussions and activities that encourage “analysis and reasoning” and “makes real world applications” and “integrates previous knowledge”, as indicated in CLASS manual	Fully implement strategy
1.5	<i>The children’s home language and culture are respected, appreciated, and incorporated into the curriculum and the classroom</i>	Meet Title 22 regulations	Make adequate progress toward full implementation	Make adequate progress toward full implementation	Make adequate progress toward full implementation	Fully implement strategy
1.6	<i>Children participate in individual, small-group, and large-group activities</i>	Meet Title 22 regulations	Evidence that small group and large group activities are offered at times	Evidence that small group and large group activities are offered often	Evidence that small group and large group activities are offered often daily and children are fully engaged and much learning is evident	Fully implement strategy
1.7	<i>Children learn the skills necessary for future academic success</i>	Meet Title 22 regulations	Evidence teacher attempts to provide additional information to expand on students’ understanding	Evidence “teacher occasionally provides additional information to expand on students’ understanding”, as indicated in CLASS manual	Evidence “teacher often provides additional information” and materials “to expand on students’ understanding”, as indicated in CLASS manual	Fully implement strategy



		Level 1 Entry	Level 2 Developing	Level 3 Good	Level 4 Very Good	Level 5 Excellent
1.8	<i>Children have the opportunity to learn basic school readiness skills</i>	Meet Title 22 regulations	Evidence teacher attempts to provide additional information to expand on students' understanding	Evidence "teacher occasionally provides additional information to expand on students' understanding", as indicated in CLASS manual	Evidence "teacher often provides additional information" and materials "to expand on students' understanding", as indicated in CLASS manual	Fully implement strategy
1.9	<i>Children's natural curiosity is used as a powerful motivator</i>	Meet Title 22 regulations	Evidence that teacher strives to "provide opportunities for students to be creative" as indicated in CLASS manual	Evidence that "teacher sometimes provides opportunities for students to be creative and/ or generate their own ideas or products", as indicated in CLASS manual	Evidence that "teacher often provides opportunities for students to be creative and/ or generate their own ideas or products", as indicated in CLASS manual	Fully implement strategy
1.10	<i>Children are given variety in their daily schedule</i>	Meet Title 22 regulations	Lesson plans allow for indoor/outdoor and small/large group activities	Evidence that children are engaged in indoor/outdoor and small/large group activities	Evidence that children are engaged in indoor/outdoor and small/large group activities and teacher is flexible and incorporates students' ideas and interests	Fully implement strategy
1.11	<i>Teachers teach important concepts such as mathematics and early literacy through projects, everyday experiences, collaborative activities, and active curriculum</i>	Meet Title 22 regulations	Evidence that teacher strives to "provide opportunities for students to be creative" as indicated in CLASS manual	Evidence that "teacher sometimes provides opportunities for students to be creative and/ or generate their own ideas or products", as indicated in CLASS manual	Evidence that "teacher often provides opportunities for students to be creative and/ or generate their own ideas or products", as indicated in CLASS manual	Fully implement strategy

		Level 1 Entry	Level 2 Developing	Level 3 Good	Level 4 Very Good	Level 5 Excellent
1.12	<i>Teachers regularly assess each child's progress and make adjustments as necessary</i>	Meet Title 22 regulations	Evidence that observations are completed and that show students' progress	Evidence that observations are completed and that show students' progress and information is incorporated into lesson plans	Evidence that observations are completed regularly and that show students' progress and is incorporated in daily planning and goal setting for each individual child	Fully implement strategy
1.13	<i>Children have opportunities to learn in spacious, well-equipped classrooms</i>	Meet Title 22 regulations for safe environments	Average score of 4 on ECCERS or FCCERS subsets, no areas under 3.	Average score of 4.5 on ECCERS or FCCERS subsets, no areas under 3.	Average score of 5 on ECCERS or FCCERS subsets, no areas under 3.	Average score of 5 or better on ECCERS or FCCERS subsets, no areas under 3.

**Benchmark #2: Teachers with a bachelor degree**

2.1	<i>Teachers have, at a minimum, a four-year college degree</i>	100% of Master Teachers have achieved Associate's degree or equivalent in ECE or CDEV and qualify for Teacher Permit from CCTC	25% of Master Teachers have achieved Bachelor degree in ECE or CDEV and qualify for Master Teacher Permit or ECE credential	50% of Master Teachers have achieved Bachelor degree in ECE or CDEV and qualify for Master Teacher Permit or ECE credential	75% of Master Teachers have achieved Bachelor degree in ECE or CDEV and qualify for Master Teacher Permit or ECE credential	100% of Master Teachers have achieved bachelor degree in ECE or CDEV and obtained Master Teacher Permit or ECE credential
2.2	<i>Teachers are paid a professional salary with benefits</i>	Master Teachers' compensation is at least at state minimum wage	Master Teachers' compensation is equal to their K-12 counterparts with like qualifications	Master Teachers' compensation is equal to their K-12 counterparts with like qualifications	Master Teachers' compensation is equal to their K-12 counterparts with like qualifications	Master Teachers' compensation is equal to their K-12 counterparts with like qualifications

**Benchmark #3: Teachers with specialized training in early childhood.**

		Level 1 Entry	Level 2 Developing	Level 3 Good	Level 4 Very Good	Level 5 Excellent
3.1	<i>Teachers have specific training in early childhood education</i>	100% of Master Teachers have completed Teacher Permit requirements. 100% of Teachers have completed Associate Teacher Permit requirements	25% of Master Teachers have completed Master Teacher Permit requirements.  25% of Teachers have completed Teacher Permit requirements	50% of Master Teachers have completed Master Teacher Permit requirements.  50% of Teachers have completed Teacher Permit requirements	75% of Master Teachers have completed Master Teacher Permit requirements.  75% of Teachers have completed Teacher Permit requirements	100% of Master Teachers have completed Master Teacher Permit requirements.  100% of Teachers have completed Teacher Permit requirements

**Benchmark #4: Assistant teachers with an Associate Teaching Permit**

4.1	<i>Assistant Teachers (Associate Teachers) have, at a minimum, a Child Development Associate's credential or equivalent</i>	100% of Associate Teachers qualify for Associate Teacher Permit from CCTC	25% of Teachers have achieved Associates degree in ECE or CDEV and qualify for Teacher Permit or ECE credential	50% of Teachers have achieved Associates degree in ECE or CDEV and qualify for Teacher Permit or ECE credential	75% of Teachers have achieved Associates degree in ECE or CDEV and qualify for Teacher Permit or ECE credential	100% of Teachers have achieved Associates degree in ECE or CDEV and obtained Teacher Permit or ECE credential
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**Benchmark #5: Teacher in-service training of at least 15 hours per year.**

5.1	<i>Teachers and other staff are provided with at least 15 hours per year of ongoing professional development</i>	Meet Title 22 requirements for staff professional development	Teachers participate in a minimum of 5 hours per year of ongoing professional development	Teachers participate in a minimum of 8 hours per year of ongoing professional development	Teachers participate in a minimum of 12 hours per year of ongoing professional development	Teachers participate in a minimum of 15 hours per year of ongoing professional development
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<b>Benchmark #6: Maximum class size of 20.</b>						
		Level 1 Entry	Level 2 Developing	Level 3 Good	Level 4 Very Good	Level 5 Excellent
6.1	<i>Standards should reflect, at a minimum, the recommended ratios from the NAEYC for program accreditation (group size of no more than 20 for children (ages 3-5))</i>	Maximum class size is 24	Maximum class size is 23	Maximum class size is 22	Maximum class size is 21	Maximum class size is 20
<b>Benchmark #7: Staff to child ratios of 1:10 or better.</b>						
7.1	<i>Standards should reflect, at a minimum, the recommended ratios from the NAEYC for program accreditation (one staff member to 10 children)</i>	Minimum 1:24 teacher to child ratio and 1:12 adult to child ratio	Minimum 1:23 teacher to child ratio and 1:12 adult to child ratio	Minimum 1:22 teacher to child ratio and 1:11 adult to child ratio	Minimum 1:21 teacher to child ratio and 1:11 adult to child ratio	Minimum 1:20(master) teacher to child ratio and 1:10 adult to child ratio
7.2	<i>Teachers are able to have respectful, collaborative relationships with other staff, parents, and other professionals</i>	Meet Title 22 requirements	Program attempts to promote team work by providing activities such as team staff meetings	Evidence that there are some positive communications, verbal and/or physical, among all adults who respect and support each other	Evidence that there are frequent positive communications, verbal and/or physical among all adults who respect and support each other	Each classroom is staffed by at least one Teacher and one Associate Teacher who work as a team
<b>Benchmark #8: Vision, hearing and health screening/referral and support services.</b>						
8.1	<i>Vision, hearing and health screenings are conducted on enrolled children</i>	Meet Title 22 requirements	Parents are encouraged to obtain screenings	Parents are asked to obtain vision, hearing, and health screenings	At least one type of screening is provided by program  Parents are asked to obtain other screenings	Screenings are provided for all children

		Level 1 Entry	Level 2 Developing	Level 3 Good	Level 4 Very Good	Level 5 Excellent
8.2	<i>Referrals are provided based on the results of vision, hearing, and health screenings</i>	Meet Title 22 requirements	Ask parents to notify provider if screenings were conducted	Where concerns exist, parents are referred to appropriate provider for screening	Where concerns exist, parents are referred to appropriate provider for screening	Referrals are provided as necessary based on screening results
8.3	<i>Mental health screenings are conducted on enrolled children.</i>	Meet Title 22 requirements	Make adequate progress toward full implementation	Make adequate progress toward full implementation	Make adequate progress toward full implementation	Teachers will conduct mental health screenings on enrolled children
8.4	<i>Mental health support is provided to children with identified mental health needs, their parents and their teachers</i>	Meet Title 22 requirements	Teacher training topics or resources available include dealing with challenging behaviors	Teachers and parents are provided with training on challenging behaviors and provided with resources  Partnerships for mental health services are sought	Individualized support is provided to teachers working with children who have exceptionally challenging or severe behaviors  Partnerships for mental health services are developed	Mental health support will be provided including: training for teachers and parents, individualized observations and interventions  Behavior plans will be developed to support children as needed
8.5	<i>Teachers refer children who may have special learning needs for comprehensive evaluation and diagnosis</i>	Meet Title 22 requirements	Teachers are trained on the special education system and receive information on the milestones of typically developing children	Teachers are trained on the special education system and receive information on the milestones of typically developing children  Teachers conduct developmental screenings on enrolled children  When	Teachers conduct developmental screenings on enrolled children  When concerns are identified, children are referred to appropriate LEA  Teachers are trained on the IEPs for children in their classes.	Teachers conduct developmental screenings on enrolled children  When concerns are identified, children are referred to the appropriate LEA  Obtain results of professional diagnosis.

				concerns are identified, children are referred to appropriate LEA		Integrate IEP goals into child's educational goals and Activity Plans
<b>Benchmark #9: At least one meal per day provided.</b>						
		Level 1 Entry	Level 2 Developing	Level 3 Good	Level 4 Very Good	Level 5 Excellent
9.1	<i>At least one meal must be provided</i>	Meet Title 22 requirements	Make adequate progress toward full implementation	Make adequate progress toward full implementation	Make adequate progress toward full implementation	A nutritious breakfast and/or lunch will be provided
<b>Benchmark #10: Monitoring Site Visits</b>						
10.1	<i>Monitoring: site visits must be used to demonstrate ongoing adherence to state program standards</i>	Meet Title 22 regulations	<p>Self-Evaluation conducted annually</p> <p>Self-Evaluation results guide program improvement efforts</p> <p>PFA Provider is aware of CLASS observation tool</p> <p>PFA Provider is monitored by PFA agency staff and demonstrates progress toward full implementation</p>	<p>Self-Evaluation conducted annually</p> <p>Self-Evaluation results guide program improvement efforts</p> <p>PFA Provider utilizes CLASS observation tool in staff training and professional goals and scores in the middle range in all Dimensions except in the Negative Climate Dimension</p> <p>PFA Provider is monitored by PFA agency staff and demonstrates progress toward full implementation</p>	<p>Self-Evaluation conducted annually</p> <p>Self-Evaluation results guide program improvement efforts</p> <p>CLASS observation is conducted on each teacher, and teachers participate in training and technical assistance to support progress and score in the high range in all Dimensions except in the Negative Climate Dimension</p> <p>PFA Provider is monitored by PFA agency staff and demonstrates progress toward full implementation</p>	<p>Self-Evaluation conducted annually</p> <p>Self-Evaluation results guide program improvement efforts</p> <p>CLASS observation indicates excellent emotional support, classroom organization, and instructional support</p> <p>PFA Provider actively addresses any findings from ongoing monitoring by the PFA Provider or Agency</p>

<b>Benchmark #11: Parent Involvement.</b>						
		Level 1 Entry	Level 2 Developing	Level 3 Good	Level 4 Very Good	Level 5 Excellent
11.1	<i>Family members are included as partners in all aspects of the educational program</i>	Meet Title 22 regulations	Make adequate progress toward full implementation	Make adequate progress toward full implementation	Make adequate progress toward full implementation	Fully implement strategy detailed in Quality & Curriculum Chapter
11.2	<i>Family members are welcomed into the program and allowed to observe and participate in the activities</i>	Meet Title 22 regulations	Make adequate progress toward full implementation	Make adequate progress toward full implementation	Make adequate progress toward full implementation	Fully implement strategy
11.3	<i>Parents have opportunities to improve their educational and/or parenting skills</i>	Meet Title 22 regulations	Referrals are given and families are encouraged to attend	Referrals and parent workshops are provided on site or readily available	Parent workshops are readily available and evidence that parents/ adults are actively participating and training is effective	Fully implement strategy
11.4	<i>Information about each child's progress is routinely shared with parents</i>	Meet Title 22 regulations	Information about each child's progress is share with parents	Information about each child's progress is shared in writing during a parent/teacher conference once a year	Detailed information about each child's progress is shared in writing during a parent/ teacher conference at a minimum of 3 times	Fully implement strategy
11.5	<i>Parents have opportunities to contribute to policies and program of the preschool</i>	Meet Title 22 regulations	Make adequate progress toward full implementation	Make adequate progress toward full implementation	Make adequate progress toward full implementation	Fully implement strategy
11.6	<i>The family's home culture and language are respected, appreciated, and incorporated into all communications</i>	Meet Title 22 regulations	Attempts to provide translated materials as needed	Most information is translated (written & verbal) in all languages reflected in classroom	Most information is translated (written & verbal) in all languages reflected in classroom and staff will be hired to reflect children being served	Fully implement strategy

		Level 1 Entry	Level 2 Developing	Level 3 Good	Level 4 Very Good	Level 5 Excellent
11.7	<i>The program understands the values, beliefs and customs of the families in order to design meaningful curricula</i>	Meet Title 22 regulations	Parent meetings are provided and parents are encouraged to attend	Parent meetings are provided and there is evidence of parent input	Parents are fully involved in program planning at all levels	Fully implement strategy
11.8	<i>All families are viewed as having strengths</i>	Meet Title 22 regulations	Parent meetings are provided and parents are encouraged to attend	Parent meetings are provided and there is evidence of parent input	Parents are fully involved in program planning at all levels	Fully implement strategy

**Benchmark #12: Teachers develop and maintain supportive relationships with children and families.**

12.1	<i>Teachers have frequent, meaningful interactions with children</i>	Meet Title 22 regulations	Teacher attempts to have meaningful interactions with children	Some indicators that teacher has meaningful interactions with children	Evidence that the students “enjoy warm, supportive relationships with each other” and there is an “emotional connection between the teacher and students”, as indicated in CLASS manual	Fully implement strategy
12.2	<i>Teachers communicate respect for their families and warmth for the children</i>	Meet Title 22 regulations	Evidence that teachers attempt to communicate with families respectfully	Some indicators that teachers engage verbally and non-verbally in a warm respectful manner with children and families	Evidence that teacher engages verbally and non-verbally in a warm, respectful manner with children and families at all times	Fully implement strategy



## *Evaluation*

Initial evaluation of the Stanislaus PFA program will be measuring the success of implementation through answering questions such as:

- ☐ How many children are enrolled this year? How does this compare with our enrollment target for this year?
- ☐ What is the progress of obtaining sufficient facilities? How do the number and capacity of available facilities compare to our targets for this year?
- ☐ How many Master Teachers and Teachers have been employed in PFA? How many met the educational requirements this year? Are recruitment efforts working and how can they be enhanced?
- ☐ How many and what types of PFA Providers are participating? What gaps exist and how can they be filled?
- ☐ How are the providers progressing through the quality levels? How many are at each level?

As implementation progresses, other factors will also be important:

- ☐ How are children progressing in developmental areas? In which areas do we need to focus efforts? What types of training, resources and materials do teachers need to support growth in these areas?
- ☐ How are differences in child demographics related to differences in children's developmental accomplishments? What areas need to be addressed to improve outcomes of specific groups of children?
- ☐ What is the quality of our classroom environments? Which factors need additional attention to improve quality? How can this improvement be facilitated?
- ☐ How is participation in Stanislaus PFA affecting children's achievement in kindergarten and elementary school? What areas need additional focus?
- ☐ What is the quality of interaction in our classrooms? What areas need more attention? How should attention be focused? Training? Materials? Mentoring?
- ☐ How successful is our approach to transition children to kindergarten? How can it be improved upon?
- ☐ How do parents view the program? Do they feel that their child is impacted by participation in the program? What benefits do they see? How can the program be improved upon?

## *Summary*

The complicated task of implementing Stanislaus PFA must be approached with planning and extensive collaboration with parents as well as current and potential preschool providers. The targets in the 10-year Phase-in Plan are very general and will depend heavily on the response of parents and potential PFA providers. Continued engagement of the community regarding the importance of Preschool For All and collaboration with potential PFA providers to address barriers to implementation is imperative.

The progression of Stanislaus PFA providers from their level at entry to the program to accomplishment of Level 5 will require well developed communication and support by PFA Agency staff who are skilled and knowledgeable about not only early childhood programs, but skilled in organization, adult teaching principles, communication and program monitoring.

Evaluation of the program will be key to ongoing program improvement and demonstration of the effectiveness of PFA. The method of evaluation should be based on a standardized approach which is used state-wide or nation-wide for programs. The evaluation should be not based on purely academic factors because research clearly demonstrates the need to develop the whole child.





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## PARENT AND CAREGIVER SURVEY

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Thank you for completing this survey regarding preschool in Stanislaus County. We are very interested in your input! The Stanislaus County Office of Education Superintendent's Commission on Child Care and Preschool Development is developing a plan to provide a free voluntary, developmentally appropriate preschool program to every four year old in Stanislaus County. Although funding for this program is currently unavailable, Stanislaus County will be prepared when such funding exists.

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### 1. Please provide us with basic information about where you live.

Street (Optional) \_\_\_\_\_

Town/City (Optional) \_\_\_\_\_

Zip Code \_\_\_\_\_

### 2. How many children do you have in the following age groups?

\_\_\_\_\_ Birth to 1 Year

\_\_\_\_\_ Ages 1 to 3 Years

\_\_\_\_\_ Ages 4 to 5 years

\_\_\_\_\_ Ages 6 and older

### 3. If your child(ren) is not yet in first grade, what types of care do you currently use?

- ☐ No out of home care--parents only
- ☐ Relative or non-relative in our home or theirs (licensed-exempt care)
- ☐ Public licensed child care center: Head Start, Early Head Start or State Preschool
- ☐ Other licensed child care center
- ☐ Licensed family child care home
- ☐ Other (please specify)

### 4. Do you believe that preschool is important for your child's later success in school?

- ☐ Yes
- ☐ No
- ☐ Not sure

*Please Continue to the Next Page.*

**5. From the following list, what are the 5 most important factors in your selection of child care or preschool?**

- ☐ Close to home
- ☐ Close to work
- ☐ Close to sibling's school
- ☐ Offered at night or in the evenings
- ☐ Half-day program
- ☐ Full-day program
- ☐ Offered in early mornings
- ☐ Offered on holidays and weekends
- ☐ Drop-in or flexible scheduling
- ☐ Licensed program
- ☐ Licensed and accredited program
- ☐ Offered in a center
- ☐ Offered in someone's home
- ☐ Appropriate for special needs
- ☐ Bilingual
- ☐ Affordable or competitively priced

**6. What do you consider to be the top 5 most important factors in choosing a child care or preschool program?**

- ☐ Child to staff ratios: number of children in the classroom per teacher or provider
- ☐ Teacher or provider education level
- ☐ Communication between families and teachers/providers
- ☐ Small group size
- ☐ School activities match my child's development
- ☐ Attention to health and safety
- ☐ Neat, organized environment
- ☐ Academic curriculum
- ☐ Positive interactions among the children and families enrolled
- ☐ Playground and outside grounds are well kept and appealing
- ☐ A place where my child can be his or herself
- ☐ Program provides opportunities for being creative
- ☐ Program is affiliated with the school district or other major institution
- ☐ Program reflects my family's religious preferences
- ☐ The program supports my family's cultural background
- ☐ Teachers and staff speak both English and Spanish
- ☐ The program is recommended by a friend or person I trust
- ☐ The program connects my family to other important resources in the community, such as health services
- ☐ Other (please specify): \_\_\_\_\_

*Please Continue to the Next Page.*

**7. Would you consider enrolling your child(ren) in a free, county-wide preschool program?**

- ☐ Yes
- ☐ No
- ☐ Not sure

**8. If you answered "No" or "Not Sure," please provide an explanation.**

**9. Please rate whether you feel that the following situations and attributes are positive or negative attributes for preschool. Rate the attributes "positive" or very "positive" if they would attract you to a preschool setting; rate them as "negative" or "very negative" if these would be leading factors that would prevent you from choosing a preschool.**

	Very Positive Attribute	Positive Attribute	Neutral	Negative Attribute	Very Negative Attribute
Teachers have advanced education specific to child care and early education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school/program focuses on children with disabilities or special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many of the children enrolled are from families that speak a language other than English at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The preschool facility is located at a public elementary school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The preschool facility is located at a child care center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The preschool facility is located at a family child care home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**10. In most settings, preschool programs are part-time. However, many parents need care for longer periods to accommodate work schedules. What is the shortest preschool day that would accommodate your family? Or, put in another way, for preschool to work for your family, how many hours a day do you need?**

- ☐ At least 2 hours
- ☐ At least 3 hours
- ☐ At least 4 hours
- ☐ At least 5 hours
- ☐ At least 6 hours
- ☐ At least 7 hours
- ☐ 8 hours or more

*Please Continue to the Next Page.*



**11. Would you need transportation assistance to use part-time preschool?**

- ☐ Yes
- ☐ No
- ☐ Not sure

**12. What would be your ideal preschool setting for your child or children?**

**13. Would you like to be informed about the progress of this initiative? If so, please provide your email address below.**

- ☐ Yes
- ☐ No

Your email address: \_\_\_\_\_

The following questions help us to better understand the groups we've reached with our survey. They are optional; you may skip any questions you don't want to answer.

**1. Please select the race/ethnicity that best describes you.**

- ☐ Black/African American
- ☐ White/Non Hispanic
- ☐ Hispanic/Latino
- ☐ Native American/Alaska Native
- ☐ Hawaiian/Pacific Islander
- ☐ Asian
- ☐ Multiple or Other

**2. Which choice best describes your household income:**

- ☐ Less than \$10,000 per year
- ☐ \$10,000-\$25,000 per year
- ☐ \$25,000-\$50,000 per year
- ☐ \$50,000-\$75,000 per year
- ☐ \$75,000-\$100,000 per year
- ☐ More than \$100,000 per year

**3. If you are completing this survey in a meeting setting, please tell us where the group was held.**

*You have completed the survey. Thank you for your input!*

If you have questions about this survey, please call Jewelee Hotchkiss at (209) 238-6300 or email [stanislauspfa@stancoe.org](mailto:stanislauspfa@stancoe.org). Surveys can be mailed or dropped to

**Jewelee Hotchkiss  
1324 Celeste Drive  
Modesto, CA 95355**

For additional information on this plan, please visit [www.stancoe.org/cfs/preschool](http://www.stancoe.org/cfs/preschool)

## Encuesta de Padres y Cuidadoras

Gracias por completar esta encuesta con respecto a preescolar en el Condado Estanislao. ¡Estamos muy interesados en su opinión! La Comisión en Cuidado Infantil del Superintendente de la Oficina de Educación del Condado Estanislao y el Desarrollo Preescolar están desarrollando un plan para proveer un programa preescolar apropiado para el desarrollo voluntariamente gratis, para cada niño de cuatro años de edad en el Condado Estanislao. Aunque los fondos para este programa no están disponibles actualmente, el Condado Estanislao estará preparado cuando dichos fondos existan.

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### 1. Por favor provéanos con información básica acerca de donde usted vive.

Calle (opcional) \_\_\_\_\_  
Pueblo/Ciudad (opcional) \_\_\_\_\_  
Código Postal \_\_\_\_\_

### 2. ¿Cuántos niños tiene usted en los siguientes grupos de edades?

\_\_\_\_\_ Nacimiento á 1 año  
\_\_\_\_\_ De 1 á 3 años de edad  
\_\_\_\_\_ De 4 á 5 años de edad  
\_\_\_\_\_ De 5 o mayores

### 3. ¿Si su niño(s) todavía no está en el primer grado, qué tipos de cuidado usa actualmente?

- ☐ Cuidado en casa – padres solamente
- ☐ Pariente o no-pariente en nuestra casa o en la de ellos
- ☐ Centro licenciado de cuidado infantil público: Head Start, Head Start Temprano o Preescolar Estatal
- ☐ Otro centro licenciado de cuidado infantil
- ☐ Cuidado infantil en casa de familia - licenciado
- ☐ Otro (por favor especifique)

### 4. ¿Cree usted que preescolar es importante para el futuro éxito de su niño en la escuela?

- ☐ Si
- ☐ No
- ☐ No está seguro

**5. De la siguiente lista, ¿cuáles son los 5 factores más importantes en su selección de cuidado infantil o preescolar?**

- ☐ Cerca de su casa
- ☐ Cerca de su trabajo
- ☐ Cerca de la escuela de su hermano (a)
- ☐ Ofrecido por la noche o por las tardes
- ☐ Programa de medio día
- ☐ Programa de todo el día
- ☐ Ofrecido temprano por las mañanas
- ☐ Ofrecido en días feriados y fines de semanas
- ☐ Horarios flexibles o para dejar de pasada
- ☐ Programa con licencia
- ☐ Programa con licencia y acreditado
- ☐ Ofrecido en un centro
- ☐ Ofrecido en casa de alguien
- ☐ Apropiado para necesidades especiales
- ☐ Bilingüe
- ☐ Precio económico o competitivo

**6. ¿Cuáles considera usted que sean los 5 factores más importantes en escoger un programa de cuidado infantil o preescolar?**

- ☐ Proporciones de niño/adulto: número de niños en la clase por maestro o proveedor
- ☐ Nivel de educación del maestro o proveedor
- ☐ Comunicación entre familias y maestros/proveedores
- ☐ Grupos de tamaños pequeños
- ☐ Actividades de la escuela coinciden con el desarrollo de mi hijo(a)
- ☐ Atención a la salud y la seguridad
- ☐ Ambiente nítido, organizado
- ☐ Currículo académico
- ☐ Interacciones positivas entre los niños y las familias matriculadas
- ☐ El patio de juegos y el terreno exterior están bien mantenidos y atractivos
- ☐ Un lugar donde mi niño puedo ser ella o él mismo
- ☐ El programa provee oportunidades para ser creativo
- ☐ El programa está afiliado con el distrito escolar u otra institución importante
- ☐ El programa refleja las preferencias religiosas de mi familia
- ☐ El programa apoya el historial cultural de mi familia
- ☐ Los maestros y el personal hablan ambos idiomas inglés y español
- ☐ El programa es recomendado por un amigo o alguien en quien confío
- ☐ El programa conecta a mi familia con otros recursos importantes en la comunidad, tal como servicios de salud
- ☐ Otro (por favor especifique) \_\_\_\_\_

**7. ¿Consideraría usted matricular a su niño(s) en un programa preescolar a nivel condado, gratis?**

- ☐ Sí
- ☐ No
- ☐ No estoy seguro

**8. Si respondió “No” o “No estoy seguro”, por favor provea una explicación:**

**9. Por favor califique si usted siente que las situaciones y los atributos siguientes son positivos o negativos para preescolar. Califique los atributos “positivos” ó “muy positivos” si estos le atraerían a usted a un ambiente preescolar; califíquelos como “negativos” ó “muy negativos” si estos fueran factores principales que le prevendrían a usted de escoger un preescolar.**

	Atributos muy positivos	Atributos positivos	Neutral	Atributos negativos	Atributos muy negativos
Los maestros tienen educación avanzada específica al cuidado infantil y la educación temprana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La escuela/programa se enfoca en niños con discapacidades o con necesidades especiales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Muchos de los niños matriculados son de familias que hablan otro idioma que el inglés en su casa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La facilidad preescolar está localizada en la escuela primaria pública	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La facilidad preescolar está localizada en un centro de cuidado infantil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La facilidad preescolar está localizada en una casa de cuidado infantil en familia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**10. En la mayoría de ambientes, los programas preescolares son de medio tiempo. Sin embargo, muchos padres necesitan cuidado por períodos más largos para acomodar los horarios de trabajo. ¿Cuál es el día preescolar más corto que acomodaría a su familia?, o puesto de otra forma, para que el preescolar funcione para su familia, ¿cuántas horas al día necesita usted?**

- ☐ Por lo menos 2 horas
- ☐ Por lo menos 3 horas
- ☐ Por lo menos 4 horas
- ☐ Por lo menos 5 horas
- ☐ Por lo menos 6 horas
- ☐ Por lo menos 7 horas
- ☐ 8 hora o más

**11. ¿Necesitaría usted ayuda con la transportación para usar el preescolar de medio tiempo?**

- ☐ Si
- ☐ No
- ☐ No estoy seguro

**12. ¿Cuál sería la colocación preescolar ideal para su niño(s)?**

**13. ¿Le gustaría estar informado del progreso de esta iniciativa? Si es así, por favor proporcione abajo su correo electrónico.**

- ☐ Si  
☐ No

Dirección de su correo electrónico \_\_\_\_\_

Las siguientes preguntas nos ayudan a comprender mejor los grupos que hemos contactado con nuestra encuesta. Ellas son opcionales; usted puede brincarse cualquiera de las preguntas que usted no quiera responder.

**1. Por favor seleccione la raza/etnicidad que mejor le describe a usted.**

- ☐ Negro/Afro-Americano  
☐ Blanco/No Hispano  
☐ Hispano/Latino  
☐ Nativo Americano/Nativo de Alaska  
☐ Hawaiano/ Isleño del Pacífico  
☐ Asiático  
☐ Múltiple u Otro

**2. ¿Cuál escogencia describe mejor el ingreso de su hogar?**

- ☐ Menos de \$10,000 por año  
☐ \$10,000 - \$25,000 por año  
☐ \$25,000 - \$50,000 por año  
☐ \$50,000 - \$75,000 por año  
☐ \$75,000 - \$100,000 por año  
☐ Más de \$100,000 por año

**3. Si usted está completando esta encuesta en el ambiente de una reunión, por favor díganos donde se llevó a cabo el grupo.**

*Usted ha completado la encuesta. ¡Gracias por su opinión!*

Si usted tiene preguntas acerca de esta encuesta, por favor llame a Jewelee Hotchkiss al (209) 238-6300 o al correo electrónico [stanislauspfa@stancoe.org](mailto:stanislauspfa@stancoe.org). Las encuestas pueden ser enviadas o llevadas a:

**Jewelee Hotchkiss  
1324 Celeste Drive  
Modesto, CA 95355**

Para información adicional de este plan, por favor visite: [www.stancoe.org/cfs/preschool](http://www.stancoe.org/cfs/preschool)

## TEACHER AND PROVIDER SURVEY

Thank you for completing this survey regarding preschool in Stanislaus County. We are very interested in your input! The Stanislaus County Office of Education Superintendent's Commission on Child Care and Preschool Development is developing a plan to provide a free voluntary, developmentally appropriate preschool program to every four year old in Stanislaus County. Although funding for this program is currently unavailable, Stanislaus County will be prepared when such funding exists.

**1. Please provide us with information about your school or child care.**

Name of the Organization, School, or Child Care \_\_\_\_\_

City or Town \_\_\_\_\_

Zip Code \_\_\_\_\_

**2. Which of the following age groups does your organization serve? Please mark all that qualify.**

- ☐ Birth to 1 Year
- ☐ Ages 1 to 3 Years
- ☐ Ages 4 to 5 Years
- ☐ Ages 6 and older

**3. Which of the following best describes your program?**

- ☐ Licensed child care center
- ☐ Licensed family child care home
- ☐ License exempt child care home
- ☐ Head Start
- ☐ California State funded preschool
- ☐ Elementary school
- ☐ Other (please specify) \_\_\_\_\_

**4. If you provide child care, what options are available?**

- ☐ Hourly/drop-in care
- ☐ Part-time
- ☐ Full-time
- ☐ Extended day (8 hours or more)
- ☐ Evening/weekend care

*Please continue to next page.*

**Based on your experience as a child care provider, where are there gaps in service?**

	Major Need	Some Need	Little to No Need	Not Sure
Quality preschool for children from low-income families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality preschool for children from moderate-income households	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality preschool that is bilingual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality preschool for children with special needs or disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality preschool in specific areas of the county	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cities, towns, or areas with highest need <i>Please list in the space provided here.</i>				

**5. While there is NOT currently funding available to implement county-wide Preschool for All, funding may become available in the future. Is your organization interested in partnering with Preschool for All?**

- ☐ Yes  
☐ No  
☐ Not Sure

**6. If you answered "No" or "Not Sure" to the previous question, what questions or concerns do you have?**

*Please continue to next page.*

7. Are there other organizations or businesses in your community that are potential partners for Preschool for All? If so, please list them in the space below.

8. Would you like to be informed about the progress on this initiative? If so, please provide your email address below.

- ☐ Yes  
☐ No

Your email address:

---

**You have completed the survey. Thank you for your input!**

If you have questions about this survey, please call Jewelee Hotchkiss at (209) 238-6300 or email [stanislauspfa@stancoe.org](mailto:stanislauspfa@stancoe.org). Surveys can be mailed or dropped to

**Jewelee Hotchkiss  
1324 Celeste Drive  
Modesto, CA 95355**

For additional information on this plan, please visit [www.stancoe.org/cfs/preschool](http://www.stancoe.org/cfs/preschool)





Superintendent's Commission on Child Care and Preschool Development

## Community Input Session

La Comisión del Superintendente para el Desarrollo Preescolar y de Cuidado Infantil

## Sesión de Opinión de la Comunidad



C-1



### Why Preschool?

### *¿Para qué cuidado preescolar?*

High-quality preschool is a proven investment in our children, our schools and our communities.

*El cuidado preescolar de alta calidad es una inversión comprobada para nuestros niños, nuestras escuelas y nuestras comunidades.*



C-2

<sup>1</sup> High Quality Preschool: A Proven Investment in School Success.  
[www.preschoolcalifornia.org](http://www.preschoolcalifornia.org)



## Why Preschool? *¿Para qué cuidado preescolar?*

High-quality pre-k helps close the school readiness gap before it becomes the achievement gap.

*El cuidado preescolar de alta calidad ayuda a cerrar el vacío en la preparación de la escuela antes de se convierta en el vacío de logros académicos.*

95% of kindergarten teachers say children who attended preschool are better prepared for kindergarten.<sup>1</sup>

*95% de maestros de kindergarten dicen que los niños que han asistido programas preescolares están mejor preparados para el kindergarten.<sup>1</sup>*



C-3

<sup>1</sup> High Quality Preschool: A Proven Investment in School Success.  
[www.preschoolcalifornia.org](http://www.preschoolcalifornia.org)



## Why Preschool? *¿Para qué cuidado preescolar?*

Children who attend high-quality programs are more likely to perform better on standardized reading and math tests and to graduate from high school.

*Los niños que asisten programas de alta calidad tienen mayor probabilidad de realizar mejor en los exámenes estandarizados de lectura y matemáticas y para graduarse de la preparatoria.*

They're less likely to be placed in special education or held back a grade.

*Ellos tienen menos probabilidad de estar colocados en programas de educación especial o de reprobar un grado.*



C-4

<sup>1</sup> High Quality Preschool: A Proven Investment in School Success.  
[www.preschoolcalifornia.org](http://www.preschoolcalifornia.org)



## Why Preschool? *¿Para qué cuidado preescolar?*

About 40% of California's preschoolers are English learners  
– high-quality pre-k gives them a solid foundation in  
language that helps promote school success.<sup>1</sup>

*Cerca de 40% de los niños preescolares de California están  
aprendiendo el inglés – los programas preescolares de alta  
calidad les da una base sólida en el idioma que ayudan  
promover el éxito escolar.<sup>1</sup>*



C-5

<sup>1</sup> High Quality Preschool: A Proven Investment in School Success.  
[www.preschoolcalifornia.org](http://www.preschoolcalifornia.org)



## Why Preschool? *¿Para qué cuidado preescolar?*

For every dollar, high-quality preschool provides a \$7  
to \$17 return on investment by saving government  
spending on education, the criminal justice system  
and public assistance, and increasing tax revenues.<sup>1</sup>

*Para cada dólar, el cuidado preescolar proporciona \$7 a \$17  
de rendimiento en las inversiones con ahorrar de los gastos  
públicos en la educación, el sistema de penitencias y la  
ayuda estatal. Además, aumenta la cantidad de impuestos  
que pueden ser utilizados.<sup>1</sup>*



C-6

<sup>1</sup> High Quality Preschool: A Proven Investment in School Success.  
[www.preschoolcalifornia.org](http://www.preschoolcalifornia.org)



## Facts about Preschool: Quiz Hechos de Programas Preescolares: Una Prueba

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• What percentage of the brain do experts say is developed by age 5?</li> <li style="padding-left: 20px;">– 10%</li> <li style="padding-left: 20px;">– 30%</li> <li style="padding-left: 20px;">– 70%</li> <li style="padding-left: 20px;"><input checked="" type="checkbox"/> – 90%</li> </ul> | <ul style="list-style-type: none"> <li>• Según los expertos, ¿qué porcentaje del cerebro está desarrollado al cumplir los 5 años?</li> <li style="padding-left: 20px;">– 10%</li> <li style="padding-left: 20px;">– 30%</li> <li style="padding-left: 20px;">– 70%</li> <li style="padding-left: 20px;"><input checked="" type="checkbox"/> – 90%</li> </ul> |
|--|--|



## Facts about Preschool: Quiz Hechos de Programas Preescolares: Una Prueba

In a nationwide study of preschool, which income group is least likely to participate in preschool?

*En una encuesta nacional de programas preescolares, ¿cuál grupo de ingresos tienen menos participación en los programas preescolares?*

- ☐ \$10K
- ☐ \$10-20K
- ☐ \$20-30K
- ☐ \$30-40K
- ☒ \$40-50K
- ☐ \$60-75K
- ☐ \$75-100K
- ☐ \$100K+

- ☐ \$10K
- ☐ \$10-20K
- ☐ \$20-30K
- ☐ \$30-40K
- ☒ \$40-50K
- ☐ \$60-75K
- ☐ \$75-100K
- ☐ \$100K+

## Facts about Preschool: Quiz Hechos de Programas Preescolares: Una Prueba

By the ages of four and five, most children have:  
(select all that apply)

*Al cumplir cuatro y cinco años, la mayoría de los niños: (seleccione todos los que aplican)*

- A. learned the basics of the grammatical system in their language
- B. can detect and identify simple emotions in themselves and others, and begin to understand other people's points of view
- C. experience emotions that are important to the development of conscience (e.g., shame and guilt)
- D. have learned the rudiments of how to negotiate with others to achieve common goals
- E. can sit quietly with a group of children and pay attention for at least brief periods of time

- A. *Han aprendido la base del sistema de gramáticas en su idioma*
- B. *Pueden detectar e identificar las emociones simples en sí mismo y en los demás, y han empezado a comprender la perspectiva de otra persona*
- C. *Han experimentado emociones que son importantes para el desarrollo de una conciencia (e.g., la pena la culpa)*
- D. *Han aprendido la forma básica de negociar con los demás para lograr alguna meta en común*
- E. *Pueden sentarse calladitos con un grupo de niños para poner atención por un periodo breve de tiempo*

C-9



Source: Early Childhood Source: Center on the Developing Child at Harvard University (2007). A Science-Based Framework for Early Childhood Policy: Using Evidence to Improve Outcomes in Learning, Behavior, and Health for Vulnerable Children. <http://www.developingchild.harvard.edu>

## Vision for Stanislaus County Preschool For All (PFA) *Plan La Visión para el Condado de Stanislaus* *El Plan de Cuidado Preescolar para Todo (PFA)*

To develop a plan to provide a free, voluntary, developmentally appropriate preschool program to every four year old in Stanislaus County.

*Desarrollar un plan para proporcionar programa preescolar para cada niño de cuatro años en el Condado de Stanislaus que es gratis, voluntario, y apropiado para el desarrollo.*



C-10



Vision for Stanislaus County  
Preschool For All (PFA)  
*Plan La Visión para el Condado de Stanislaus*  
*El Plan de Cuidado Preescolar para Todo (PFA)*

- To develop methods to meet the unmet childcare and developmental needs of Stanislaus County children from birth to five years of age.
- *Desarrollar los métodos de satisfacer las necesidades para el cuidado de niños en el Condado de Stanislaus desde el nacimiento al cumplir los cinco años.*



C-11



Core Beliefs:/ Creencias Básicas:

- |  |  |
|--|--|
| 1. Universal & Innovative                | 1. Universal e Innovador                       |
| 2. Excellent                             | 2. Excelente                                   |
| 3. Culturally and linguistically diverse | 3. Tener una diversidad cultural y lingüística |
| 4. Inclusive                             | 4. Inclusivo                                   |
| 5. Collaborative                         | 5. Colaborativo                                |
| 6. Sustainable                           | 6. Sostenible                                  |



C-12

## Core Beliefs:/ Creencias Básicas:

1. *Universal & Innovative*– Provide PFA for all four-year-olds in Stanislaus County regardless of income
1. *Uníversal e Innovador* - Proporcionar cuido para todos los niños de cuatro años en el Condado de Stanislaus a pesar de los ingresos

## Core Beliefs:/ Creencias Básicas:

2. *Excellent*–Clearly define and describe how excellence would be achieved in PFA program
2. *Excelente* – Definir y describir como se logrará la excelencia



## Core Beliefs:/ Creencias Básicas:

3. *Culturally and linguistically diverse*—  
Celebrate and support the cultural and linguistic  
backgrounds of enrolled children

3. *Tener una diversidad cultural y  
lingüística*

*Celebrar y apoyar las culturas y las habilidades  
lingüísticas de los niños matriculados*

## Core Beliefs:/ Creencias Básicas:

4. *Diverse and inclusive* – Include all  
preschool children, taking into account their  
unique abilities.

4. *Inclusivo* – *Incluir a todos los niños  
preescolares, teniendo en cuenta sus  
habilidades individuales*

## Core Beliefs:/ Creencias Básicas:

5. *Collaborative*– Develop a system which involves parents and various agencies to assess and address needs

5. *Colaborativo* – Desarrollar un sistema que involucra a los padres y otras agencias para asesorar y satisfacer las necesidades

## Core Beliefs:/ Creencias Básicas:

6. *Sustainable* – Establish a system for PFA which utilizes existing and new funding to provide access for all four-year-olds

6. *Sostenible* – Establecer un sistema que utiliza fondos que ya existen y otros nuevos para proporcionar el acceso para todos los niños de cuatro años

## Community Input/ *Opinión de la Comunidad*

Your input will help us understand family preferences and needs for PFA to be a success.

- The Commission is soliciting input through:
- Written and electronic surveys
- Focus groups throughout the county

***Su opinión nos ayudará a comprender las preferencias y necesidades de las familias para tener mayor éxito.***

- *La Comisión solicita opiniones a través de:*
- *Cuestionarios escritos y electrónicos*
- *Grupos de enfoque a través del condado*

C-19



## Community Input/ *Opinión de la Comunidad*

Citizen comments will provide insight on the need for and structure of anticipated programs.

*Los comentarios de los ciudadanos nos proporcionarán de las necesidades y la estructura de los programas anticipados.*

Your input will be compiled and used to inform development of the Plan.

*Su opinión será compilada y utilizado en el desarrollo del plan.*

C-20





**English Language Learners  
Position Statement  
Stanislaus County Regional Head Start and Early Head Start  
Central California Migrant/Seasonal Head Start**

**Introduction**

In order to design programs that support optimal development, we must choose strategies and practices that linguistically and developmentally support individual children. These strategies and practices will vary depending upon the type of educational setting (preschool, infant/toddler, family childcare home) and the particular language compositions of the children and staff.

The many varieties of settings that currently exist in our agency create a challenge for the implementation of best language practices. This document attempts to identify the essential principles and strategies to be adopted by staff and supported by management in order to ensure that Head Start children enter Kindergarten ready to learn.

We have identified four overarching strategies to support both English Language Learners and bilingual children that apply to all educational settings:

1. Support the home language of each child.
2. Introduce the second language through a responsive learning environment.
3. Encourage teachers and providers to learn a second language.
4. Orient parents on second language acquisition and the importance of home language.

Caregivers and families must mutually respect and reinforce each other to achieve the greatest benefit for all children. Before implementing changes, staff should first orient parents on second language acquisition and the importance of ongoing support for the home language. The topic of second language acquisition is of great interest and concern to parents and much confusing information on this topic is publicly debated. Therefore, it is important that practices are based on the latest research and that parents are invited to give their input and support.

All agencies should prioritize the hiring of bilingual staff and support the learning of a second language for current teachers and providers.

Management needs to consider including language composition as a factor when placing teaching staff. This is particularly important in choosing the primary caregivers in the infant and toddler classrooms. Speaking the home language is essential to the development of a child's sense of identity and encourages parent/child communication during their early years.

In all settings, teachers and providers should support the child's home language and introduce English. The following principles and strategies are based on Head Start Performance Standards and the latest research. They are divided by the age of the child, as both standards and principles differ depending upon child's development.

# **Principles and Strategies for English Language Learners**

## **Infants and Toddlers (children under 3 years old)**

### **Principle:**

**For infants and toddlers (children under 3 years old), well trained, sensitive caregivers who speak the same language as the baby, best support a child's home language and provide a foundation to learn a second language.**

### **Strategies:**

Agencies prioritize the hiring and placement of primary caregivers who speak the home language of the infants and toddlers.

Caregivers attend and respond to all the infants' communicative signals and attempt authentic communication with infants & toddlers even if caregiver doesn't speak the home language of the child.

If caregivers who speak the home language are unavailable, volunteers and relatives are systematically recruited who can speak the child's home language.

Play tapes, rhymes, songs, in the child's native language and add photos, pictures and books that show the child's home culture to give the child familiar things to point out and name.

*Refer to Performance Standard 1304.21(b)(f)*

## **Preschool Children**

### **Principle:**

**Successful language practices promote shared experiences in which language is used as a meaningful tool to communicate interests, ideas, and emotions.**

### **Strategies:**

Teachers engage in genuine conversations about children's interests, community events, study topics/themes, rather than exchanges about basic concepts.

Teachers use small groups during circle time to increase the amount of conversational exchanges and to involve the second language learners with their bilingual companions.

Teachers support children's use of the home language while they acquire English in order to strengthen their ability to relate to classroom learning.

## **Preschool Children**

### **Principle:**

**Language development and learning are promoted when preschool teachers and children creatively and interactively use language.**

### **Strategies:**

Survey children's exposure to a second language during registration, in order to include the child's language as a factor in placing children in groups that support interactions with bilingual children.

Teachers should design and implement activities that promote language use as children engage in individual and group activities.

Teachers encourage bilingual children to translate for other children by modeling how to support English language learner's understanding with gestures, props and repetition.

When possible, teachers create a mix of first and second language children into organized, small groups to encourage contact and conversations.

*Refer to Performance Standard 1304.21 (a)(4)(iii)*

## **All Children**

### **Principle:**

**Continued use and development of the child's home language will benefit the child as he or she acquires English.**

*The primary focus should be on age appropriate language development rather than solely on the acquisition of English. If exclusive attention is given to English, the child may risk losing competence in the home language, which often leads to negative academic and social consequences. Teachers who speak a child's home language provide reassurance to the child and support the child's development of a strong sense of identity.*

### **Strategies:**

Teachers proactively support children's primary language, while supporting the development of English.

When a majority of children speak the same language, at least one teacher/provider interacting regularly with the children must speak their language.

Parents are encouraged to share their language and family culture through a range of activities in their homes, centers and family childcare homes.

Parents are trained annually on the process of second language acquisition and the importance of maintaining the home language.

*Refer to Performance Standard 1304.21(a)(3)(i)(E)*

**Principle:**

**Children benefit when teachers understand and incorporate cultural differences into language use within their daily routine.**

*Culturally responsive teaching practices in the preschool classroom create a positive learning environment. Practices that incorporate the linguistic and cultural resources that children bring, promote their learning and overall growth.*

**Strategies:**

Environments in both centers and childcare homes regularly include books, art, and decorations that reflect the families' cultures and languages.

Teachers and providers seek out and use songs, rhymes, riddles, tongue twisters and other language practices that reflect the home culture.

Teachers and providers eliminate activities and materials that stereotype children.

Teachers, providers and parents are trained on cultural differences in language use in order to deepen their understanding of cultures and improve cross-cultural communication.

*Refer to Performance Standard 1304.21(a)(1)(iii)*

**Principle:**

**Education for English learners is enhanced when programs and families partner in children's education.**

*Family involvement is improved when families are valued contributors as planners, trainers and evaluators of their children's educational programs. It is important for teachers to recognize and respect families' language beliefs and practices in order to develop a more comprehensive understanding of the language development of English learners.*

**Strategies:**

Implement "Creative Curriculum" a research based curriculum that addresses the needs of individual children and provides training materials in English and Spanish to facilitate parent's involvement in the children's learning.

Supplement our adopted curriculum “Creative Curriculum” with the WestEd’s Program for Infant and Toddler Caregivers, a program for children under three years old that focuses on the particular language needs of the younger child.

Orient parents annually on the basics of our adopted curricula and train parents on the process of second language acquisition.

*Refer to Performance Standard 1304.21(a)(1)(i)*

**Principle:**

**Coordination and collaboration among families, teachers and providers are crucial in supporting the language and literacy development of children with disabilities and other special needs.**

*Communication between teachers and families becomes more critical in situations where children have unique needs. In these cases, collaboration and coordination between teachers and families are a necessary support for the child.*

**Strategies:**

Screening assessments are conducted in child’s home language whenever possible and results are shared in parent’s language.

Children’s exposure to a second language is documented with parent input at start of program.

If bilingual staff is unavailable, volunteers and consultants are recruited so that meaningful collaboration between staff and families can take place.

Recommendations from IEP’s and IFSP’s are translated, if necessary to implement in the childcare setting and in the home.

*Refer to Performance Standard 1304.20(b)(1)*



## **Teaching Practices to Support English Language Learners**

- Simplify language when speaking English
- Speak slowly and clearly
- Speak within context of activity – talk about what’s happening now
- Describe what the child is doing or seeing in English
- Point, act out, repeat, use gestures to help children understand English
- Motivate volunteers and relatives that speak home languages to participate in program
- Reinforce children’s home language via:
  - Songs in home language
  - Games in home language
  - Finger plays in home language
  - Books in home language
- Support home language by learning words, phrases in children’s home language
- Reduce stress by learning words and phrases in children’s home language

## **Teaching Practices Specifically for Bilingual Staff**

Use basic strategies listed above and add the following strategies;

- Avoid immediate translation – use props and gestures to encourage children to guess at meaning
- Occasionally recap briefly in home language so child understands the context
- Speak home language whenever there are safety or discipline issues
- Introduce new concepts in home language when possible
- Organize separate use of both languages by schedule if possible (for example am/pm or by day of the week)
- Use schedule & routines to help children connect events and language

## **Teaching Practices for Teachers and Providers That Are English Learners**

- Strengthen children’s home language
- Invite English speaking volunteers and relatives to participate in program
- Introduce children to English speaking children (field trips, community events, neighborhood)
- Encourage and support English speaking children to use English with peers
- Introduce English via:
  - Songs in English
  - Games in English
  - Finger plays in English
  - Concept books in English
- Introduce English with concrete vocabulary – names of objects, simple verbs
- Introduce English with common, social phrases, greetings, etc.
- Encourage staff to study English

## Child Family Services MONITORING INSTRUMENT

### \* Early Head Start \* Head Start \* Migrant/Seasonal Head Start \*

Agency: \_\_\_\_\_ Location: \_\_\_\_\_ Service Options: \_\_\_\_\_ Center Based \_\_\_\_\_ Home Based \_\_\_\_\_ FCCCH \_\_\_\_\_

Self Monitoring completed by: \_\_\_\_\_ Date: \_\_\_\_\_

Grantee Monitoring completed by: \_\_\_\_\_ Date: \_\_\_\_\_

### Health & Safety Checklist

	Prior to children arriving <b>Compliant</b> Yes No N/A	2 wks after children arrive <b>Compliant</b> Yes No N/A	Within 60 days of children arriving <b>Compliant</b> Yes No N/A	<b>Comments</b>  *Please date & initial comments
<b>SECTION I: Facilities, Materials &amp; Equipment</b>				
1. Do facilities used for center-based combination options or home-based group socialization activities comply with state and local licensing requirements? <i>1306.30(c)</i>				
2. Are areas used for diapering and toileting separate from areas used for cooking, eating, and children's activities? <i>1304.53(a)(10)(xiv); T-22 101427(0)</i>				
3. Are mattresses used for infants firm? Is soft bedding (such as comforters, pillows, fluffy blankets, or stuffed toys) avoided? <i>1304.53(b)(3), 1304.22(e)(7)(2f)</i>				
4. Are all infant and toddler toys made of nontoxic materials and sanitized regularly? <i>1304.53(b)(2); T-22 10143B(d), 101438.1(d)</i>				
5. Are all toys, classroom materials, and furniture safe, durable, and in good condition? <i>1304.53(b)(1)(vi)(vii); T-22 101239(n)(9)</i>				
6. Are garbage and trash stored and disposed of in a safe, sanitary manner? <i>1304.53(a)(10)(xvi)</i>				
7. Are electrical outlets accessible to children covered or maintained to prevent shock? <i>1304.53(a)(10)(xi)</i>				
8. Are heating and cooling systems insulated to protect children and staff from injury such as burns? <i>1304.53(a)(10)(i); T-22 101239(c)</i>				
9. Are all classroom windows and glass doors constructed, adapted, or adjusted to prevent injury to children? <i>1304.53(a)(10)(xii)</i>				

	Prior to children arriving Compliant Yes No N/A	2 wks after children arrive Compliant Yes No N/A	Within 60 days of children arriving Compliant Yes No N/A	Comments *Please date & initial comments
10. Are classrooms well lit, and is emergency lighting available in case of a power failure? <i>1304.53(a)(10)(ix); T-22</i>				
11. Are exits clearly visible and evacuation routes clearly marked and posted so the path to safety outside is unmistakable? <i>1304.53(a)(10)(vii)</i>				
12. Are there at least 35 square feet of usable indoor space and 75 square feet of usable outdoor space per child – excluding bathrooms, halls, kitchen, staff rooms, and storage space? <i>1304.53(a)(5); T22 101238.3(a), 101238.2(a)</i>				
13. Are approved fire extinguishers readily available to staff? <i>1304.53(a)(10)(v)</i>				
14. Are smoke detectors installed and tested regularly? <i>1304.53(a)(10)(vi)</i>				
15. Are all required policies and plans of action for health emergencies requiring rapid response (e.g., choking, asthma attack) posted? <i>1304.22(a)(1)</i>				
16. Are locations and telephone numbers of emergency response systems posted and up-to-date family contact information and consent for emergency care readily available? <i>1304.22(a)(2); T-22 101174(b)(2)(2)</i>				
17. Are emergency evacuation routes posted and safety procedures for emergencies (fire or weather-related) practiced regularly? <i>1304.22(a)(3); T-22 101174(a)&amp;(b)2</i>				
18. Are outdoor play areas at center-based programs arranged to prevent children from getting into both unsafe and unsupervised areas? <i>1304.53(a)(9); T-22 101238.2(g)&amp;(g)(1)</i>				
19. Does the agency ensure that children en route to play areas are not exposed to vehicular traffic without supervision? <i>1304.53(a)(9); T-22 101238.2(b)(2)</i>				
20. Does the agency ensure that the indoor and outdoor space in EHS or HS centers in use by mobile infants and toddlers is separated from general walkways and from area in use by preschoolers? <i>1304.53(a)(9); T-22 101216.4(a)(6)</i>				
21. Are playground equipment and surfaces maintained to minimize injury to children? <i>1304.53(a)(10)(x); T-22 101238.2(d)&amp;(h)</i>				
22. Do the grantee and delegate provide for maintenance, repair, safety, and security of all HS facilities and equipment? <i>1304.53(a)(7); T-22 101238.2(d)&amp;(h)</i>				

	Prior to children arriving <b>Compliant</b> Yes No N/A	2 wks after children arrive <b>Compliant</b> Yes No N/A	Within 60 days of children arriving <b>Compliant</b> Yes No N/A	Comments  *Please date & initial comments
SECTION II: Hygiene				
1. Do staff, volunteers, and children wash their hands with soap and running water after diapering and toilet use, before and after food-related preparation or activity, after hands have become contaminated with blood or other bodily fluids, after handling pets or other animals, before and after giving medications, before and after bandaging a wound, and after assisting a child with toilet use? 1304.22(e)(1)(i-iv); 1304.22(e)(2)(i-iii); T-22 101438.1(b)&(b)I, 101227(a)(14)				
2. Do staff and volunteers wear nonporous gloves when in contact with blood or other visibly bloody bodily fluids? 1304.22(e)(3); OSHA CCR T8, G1505193				
3. Are spilled bodily fluids immediately cleaned up and disinfected according to professionally established guidelines? Are tools and equipment used to clean spills promptly disinfected, and are blood-contaminated materials disposed of in a plastic bag with a secure tie? 1304.22(e)(4); OSHA CCR Title 8 G1505193				
4. Do the grantee and delegate adopt sanitation and hygiene practices for diapering that adequately protect children and staff's health and safety? 1304.22(e)(5); T-22 101438.1				
5. Are potties used in center-based programs emptied into the toilet and cleaned and disinfected after each use in a utility sink for that purpose? 1304.22(e)(6); T-22 101428(e)(2)				
6. Do the grantee and delegate ensure that cribs and cots are at least 3 feet apart to avoid spreading contagious illness and to allow for easy access to each infant or toddler? 1304.22(e)(7)				
7. Do the grantee and delegate ensure that indoor and outdoor premises are cleaned daily and kept free of undesirable and hazardous materials and conditions? 1304.539a)(10)(viii); T-22 101238.2(d)&(g)&(h)				
8. Do the grantee and delegate ensure that first aid kits are well supplied, age appropriate, and readily accessible to staff (but not children) at each facility and while offsite? 1304.22(f)(1); T-22 101226(d)				

	Prior to children arriving Compliant Yes No N/A	2 wks after children arrive Compliant Yes No N/A	Within 60 days of children arriving Compliant Yes No N/A	Comments  *Please date & initial comments
<b>SECTION III: Food Safety and Sanitation</b>				
1. Do the grantee and delegate ensure that all applicable Federal, State, local, and Tribal food safety and sanitation laws are met and evidence of compliance, including appropriate licenses and certificates, as appropriate, is posted? To include food service vendors. <i>1304.23(e)(1); T-22 101227(a)</i>				
2. Do the grantee and delegate ensure basic food sanitation in connection with food preparation and handling? <i>1304.53(a)(10)(viii); 1304.53(a)(10)(xiii); T-22 101227(a)(15, 18, 19, 21, 22 &amp; 25)</i>				
3. Are all food service vendors licensed in accordance with State, local, or Tribal laws? <i>1304.23 (e)(1)</i>				
4. For programs serving infants and toddlers, do the grantee and delegate ensure that facilities are available for the proper refrigerated storage and handling of breast milk and formula? <i>1304.23(e)(2); T-22 101427(e4)(1)(a)&amp;(j)</i>				
<b>SECTION IV: Dental</b>				
1. Can the grantee and delegate demonstrate that they promote effective dental hygiene in conjunction with meals? <i>1304.23(b)(3)</i>				
<b>Administration of Medication</b>				
1. Procedures established and maintained regarding administration of medication to include training, storage, labeling, physician instruction, parent consent, record keeping, administering meds and identification of side effects. <i>1304.22(c)(1-4); T-22 101226(e)(1-6)</i>				

## COMMUNITY SURVEY

Thank you for completing this survey regarding preschool in Stanislaus County. We are very interested in your input! The Stanislaus County Office of Education Superintendent's Commission on Child Care and Preschool Development is developing a plan to provide a free voluntary, developmentally appropriate preschool program to every four year old in Stanislaus County. Although funding for this program is currently unavailable, Stanislaus County will be prepared when such funding exists.

**1. Please provide us with information about you and your company, organization, or agency.**

Name: \_\_\_\_\_

Company, Organization or Agency Name: \_\_\_\_\_

Address: \_\_\_\_\_

Address 2: \_\_\_\_\_

City/Town: \_\_\_\_\_

Zip Code: \_\_\_\_\_

**2. Do you believe that preschool is important for children's future success in school?**

- ☐ Yes  
☐ No  
☐ Not sure

**3. Would you support the implementation of a free county-wide preschool program?**

- ☐ Yes  
☐ No  
☐ Not sure

**4. If you answered "No" or "Not Sure," what questions or concerns do you have?**

*Please continue to the next page.*

**5. Please rate whether you feel that the following situations and attributes are positive or negative attributes for preschool.**

	Very Positive Attribute	Positive Attribute	Neutral	Negative Attribute	Very Negative Attribute
Teachers have advanced education specific to child care and early education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school/program focuses on children with disabilities or special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many of the children enrolled are from families that speak a language other than English at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The preschool facility is located at a public elementary school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The preschool facility is located at a child care center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The preschool facility is located at a family child care home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6. What are the most pressing community needs related to preschool?**

	Major Need	Some Need	Little to No Need	Not Sure
Quality preschool for children from low-income families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality preschool for children from moderate-income households	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality preschool that is bilingual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality preschool for children with special needs or disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality preschool in specific areas of the county (please list below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cities, towns, or areas with highest need: <i>Please list in the space provided here.</i>				

*Please continue to the next page.*

**7. What do you consider to be the most important elements of quality when it comes to preschool?**

- ☐ Child to staff ratios: number of children in the classroom per teacher or provider
- ☐ Teacher or provider education level
- ☐ Communication between families and teachers/providers
- ☐ Small group size
- ☐ School activities match my child's development
- ☐ Attention to health and safety
- ☐ Neat, organized environment
- ☐ Academic curriculum
- ☐ Positive interactions among the children and families enrolled
- ☐ Playground and outside grounds are well kept and appealing
- ☐ A place where a child can be his or herself
- ☐ Opportunities for being creative
- ☐ Program is affiliated with the school district or other major institution
- ☐ Program reflects religious preferences
- ☐ The program supports cultural backgrounds
- ☐ Teachers and staff speak both English and Spanish
- ☐ The program has a positive reputation in the community
- ☐ The program connects families to other important resources such as health services

**8. Are there other organizations or businesses in your community that are potential partners for Preschool for All?**

**9. Would you like to be informed about the progress of this initiative? If so, please provide your email address below.**

☐ Yes   ☐ No

Your email address: \_\_\_\_\_

**You have completed the survey. Thank you for your input!**

If you have questions about this survey, please call Jewelee Hotchkiss at (209) 238-6300 or email [stanislauspfa@stancoe.org](mailto:stanislauspfa@stancoe.org). Surveys can be mailed or dropped to

**Jewelée Hotchkiss  
1324 Celeste Drive  
Modesto, CA 95355**

For additional information on this plan, please visit [www.stancoe.org/cfs/preschool](http://www.stancoe.org/cfs/preschool)





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## ENCUESTA DE LA COMUNIDAD

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Gracias por completar esta encuesta con respecto a preescolar en el Condado Estanislao. ¡Estamos muy interesados en su opinión! La Comisión del Cuidado Infantil del Superintendente de la Oficina de Educación del Condado Estanislao y el Desarrollo Preescolar están desarrollando un plan para proveer un programa preescolar apropiado para el desarrollo voluntariamente gratis, para cada niño de cuatro años de edad en el Condado Estanislao. Aunque los fondos para este programa no están disponibles actualmente, el Condado Estanislao estará preparado cuando dichos fondos existan.

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**1. Por favor provéanos con información acerca de usted y su compañía, organización o agencia.**

Nombre: \_\_\_\_\_

Nombre de la Compañía, Organización o Agencia: \_\_\_\_\_  
\_\_\_\_\_

Dirección: \_\_\_\_\_

2da. Dirección: \_\_\_\_\_

Ciudad/ Pueblo: \_\_\_\_\_

Código Postal: \_\_\_\_\_

**2. ¿Cree usted que preescolar es importante para un futuro exitoso de los niños en la escuela?**

- ☐ Si
- ☐ No
- ☐ No estoy seguro

**3. ¿Apoyaría usted la implementación de un programa preescolar gratis a nivel condado?**

- ☐ Si
- ☐ No
- ☐ No estoy seguro

**4. Si usted respondió “No” o “No estoy seguro”, ¿qué preguntas o preocupaciones tiene usted?**

**5. Por favor califique si usted siente que las situaciones y atributos siguientes son atributos positivos o negativos para preescolar.**

	Atributo Muy Positivo	Atributo Positivo	Neutral	Atributo Negativo	Atributo Muy Negativo
Los maestros tiene educación avanzada específica en el cuidado infantil y educación temprana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La escuela/ programa se enfoca en niños con discapacidades o necesidades especiales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Muchos de los niños matriculados son de familias que hablan otro idioma que el ingles en casa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La facilidad preescolar está localizada en una escuela primaria pública	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La facilidad preescolar está localizada en un centro de cuidado infantil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La facilidad preescolar está localizada en una casa de cuidado infantil en familia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6. ¿Cuáles son las necesidades comunitarias más urgentes relacionadas con el preescolar?**

	Necesidad Importante	Alguna Necesidad	De Poco a No Necesidad	No Estoy Seguro
Preescolar de calidad para niños de familias con bajos ingresos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preescolar de calidad para niños de hogares con ingresos moderados	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preescolar de calidad que es bilingüe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preescolar de calidad para niños con necesidades especiales o discapacidades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preescolar de calidad en áreas específicas del condado (por favor haga una lista abajo)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ciudades, pueblos o áreas con necesidades muy grandes:  <i>Por favor haga una lista, el espacio es proveído aquí.</i>				

**7. ¿Qué considera usted que son los elementos más importantes de la calidad cuando se trata de un preescolar?**

- ☐ Proporciones de niño a adulto: número de niños en la clase por maestro o proveedor
- ☐ Nivel de educación del maestro o proveedor
- ☐ Comunicación entre las familias y los maestros/proveedores
- ☐ Grupos de tamaños pequeños
- ☐ Actividades de la escuela coinciden con el desarrollo del niño
- ☐ Atención a la salud y la seguridad
- ☐ Ambiente nítido, organizado
- ☐ Currículo académico
- ☐ Interacciones positivas entre los niños y las familias matriculadas
- ☐ El patio de juegos y el terrero exterior están bien mantenidos y atractivos
- ☐ Un lugar donde un niño puede ser él o ella misma
- ☐ Oportunidades para ser creativo
- ☐ El programa está afiliado con el distrito escolar u otra institución importante
- ☐ El programa refleja las preferencias religiosas

- ☐ El programa apoya los historiales culturales
- ☐ Los maestros y el personal hablan ambos idiomas, ingles y español
- ☐ El programa tiene una reputación positive en la comunidad
- ☐ El programa conecta a las familias con otros recursos importantes tales como servicios de salud

**8. ¿Hay otras organizaciones o negocios en su comunidad que sean asociados potenciales para “Preescolar Para Todos”?**

**9. ¿Le gustaría estar informado del progreso de esta iniciativa? Si es así, por favor proporcione la dirección de su correo electrónico abajo.**

- ☐ Si
- ☐ No

Dirección de su correo electrónico: \_\_\_\_\_

**Usted ha completado la encuesta. ¡Gracias por su opinión!**

Si usted tiene preguntas acerca de esta encuesta, por favor llame a Jewelee Hotchkiss al (209) 238-6300 o al correo electrónico [stanislauspfa@stancoe.org](mailto:stanislauspfa@stancoe.org). Las encuestas puede ser enviadas o llevadas a:

**Jewelee Hotchkiss  
1324 Celeste Drive  
Modesto, CA 95355**

Para información adicional de este plan, por favor visite: [www.stancoe.org/cfs/preschool](http://www.stancoe.org/cfs/preschool)

## CHILD FAMILY SERVICES

FACILITY PLANNING  
PRESCHOOL PROGRAMSIndoors

Developed by Cheryl Collins

Item	Size/Dimensions	Licensing Number	Quantity	Comments
Indoor Square Footage	35 sq. ft. per child	101238.3	Per Child	35 sq. ft. is based on usable space. Cubbies and other permanent storage cabinets are not included in the square footage calculation
Sinks	24" from floor	101239 (e)	1 for every 15 children  Typically 2	*One sink in the bathroom <b>and</b> one in the classroom. *Must provide adjustable temperature control * Cabinets below.
Toilets	Seat 11" high	101239 (i)	1 for every 15 children or fraction thereof	Typically 2-3 per classroom
Storage Cabinets – Locking door handles	8' wide x 3' high x 12" – 15" deep (size depends on classroom location)		2	*Above and below adult classroom sink *With shelves & dividers
Storage Closet	6' wide x 24" deep minimum		1	* With shelving to hold sleeping mats & play materials * Locking Doors
Indoor & Outdoor Drinking Fountains	24" maximum height	101239.2 (a)	2	1 indoor attached to children's classroom sink, 1 outdoors in shade

Classroom Windows	As appropriate			* Low enough for children to see outside * Safety/Tempered glass preferred
Laundry Room – Washer and Dryer	Large Capacity	101239.1 (c)	1 set depending on size of center	Large enough for washer/dryer, counters for folding area with storage above and below
Sick child isolation area	Typically 6' x 5' area/room	101226.2	1	* Located away from general play areas, but easily supervised. * Low window is suggested for easy supervision if isolation area is a separate room. * Must not be located near kitchen or general-use toilet area. * Must have access to a toilet and sink. Sink and toilet can also be used as the adult restroom.
Children's Storage (Cubbies)	Depends on licensed capacity. 4' x 5' (20) Typically	101238.4	1	Structure divided to provide 12" square cubbies, 1 for each child enrolled. Other styles ok too.
Heating and Cooling systems		101239	1	* Not accessible to children * Adjustable temperature

**Preschool**  
**Outdoor Environment**

Item	Size/Dimension	Licensing	Quantity	Comments
Cement bike path	3' wide		1	Plan in area with little foot traffic and close to storage shed
Outdoor Play Yard	Depends on Licensed Capacity	101238.2	1	Balance of lawn, cement, sand, climbing structure areas
Hose Bib			1 faucet in <u>each</u> separate play yard	For use with hose
Shade Trees/Canopy		101238.2	3 – 4	* Number of trees depends on size of yard. * Fast growing * Broad shade
Outdoor Activity Space	75 square feet per child	101238.2	Depends on licensed capacity	Must be usable activity space
Cushioned Material	Depends on size of yard and play equipment	101238.2 (e)	Manufacturers specifications	Place under climbing structures, swings etc.
Access Play Area Safely		101238.2 (b)		Typically backdoor of classroom exits to outside play area – not in bike path.
Play Area Fence	Four feet high minimum, 6' preferred. Installed around entire outside play area	101238.2 (g)	1	Gate/latches should be approved by fire marshal <b><u>prior</u></b> to installation. .
Facility Equipment	* Air conditioners, incinerators, water heaters, fuse boxes etc.	101238.2 (h)	As needed	Shall make inaccessible to children with appropriate barrier





*In order to insure children's health and safety, assigned staff will refer to this outdoor safety checklist when inspecting outdoor play areas.  
The area will be checked daily.*

Date:

[illegible]



### GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(I), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

### USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

**Part I, Good Repair Standard** outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

**Part II, Evaluation Detail** is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

✓	<b>No Deficiency - Good Repair:</b> Insert a check mark if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	<b>Deficiency:</b> Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	<b>Extreme Deficiency:</b> Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	<b>Not Applicable:</b> If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".

Below are suggested methods for evaluating various systems and areas:

- **Gas** (Section 1) and **Sewer** (Section 12) are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.
- **Roofs** (Section 13) can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category (Section 13) and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.
- **Overall Cleanliness** (Section 15), is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Section 15, rather than **Interior Surfaces** (Section 4). At the same time, the user should note such deficiency *only* in Section 15 in order to avoid accounting for such deficiency twice, i.e. in two sections.
- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Section 11. If the area evaluated does not contain a restroom, Section 11 should be marked "NA."
- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Section 10. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Section 10 should be marked "NA."
- **Playgrounds/School Grounds** (Section 14), should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** (Section 6) and **Fire Safety** (Section 7), for example.

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each category by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 categories received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section should default to zero.

Next, the overall school site score is determined by computing the average percentage rating of the 15 categories (i.e., the total of all percentages divided by 15). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

\*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

PART I: GOOD REPAIR STANDARD	
(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.	
<p><b>1. Gas Leaks</b></p> <p><i>Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:</i></p> <ul style="list-style-type: none"> <li>a. <u>There is no odor that would indicate a gas leak.</u> (X)</li> <li>b. <u>Gas pipes are not broken and appear to be in good working order.</u> (X)</li> <li>c. Other:</li> </ul>	
<p><b>2. Mechanical Systems</b></p> <p><i>Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:</i></p> <ul style="list-style-type: none"> <li>a. <u>The HVAC system is operable.</u> (X)</li> <li>b. The facilities are ventilated (via mechanical or natural ventilation).</li> <li>c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.</li> <li>d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy).</li> <li>e. Interior temperatures appear to be maintained within normally accepted ranges.</li> <li>f. The ventilation units are not generating any excessive noise or vibrations.</li> <li>g. Other:</li> </ul>	
<p><b>3. Windows/Doors/Gates/Fences (Interior and exterior)</b></p> <p><i>Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:</i></p> <ul style="list-style-type: none"> <li>a. <u>There is no exposed broken glass accessible to pupils and staff.</u> (X)</li> <li>b. <u>Exterior doors and gates are functioning and do not pose a security risk.</u> (X)</li> <li>c. <u>Windows are intact and free of cracks.</u></li> <li>d. <u>Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.</u></li> <li>e. <u>Doors are intact.</u></li> <li>f. <u>Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.</u></li> <li>g. <u>Gates and fences appear to be functional.</u></li> <li>h. <u>Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.</u></li> <li>i. Other:</li> </ul>	
<p><b>4. Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)</b></p> <p><i>Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:</i></p> <ul style="list-style-type: none"> <li>a. <u>Walls are free of hazards from tears and holes.</u></li> <li>b. <u>Flooring is free of hazards from torn carpeting, missing floor tiles, holes.</u></li> <li>c. <u>Ceiling is free of hazards from missing ceiling tiles and holes.</u></li> <li>d. <u>There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)</u></li> <li>e. Other:</li> </ul>	
<p><b>5. Hazardous Materials (Interior and Exterior)</b></p> <p><i>There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:</i></p> <ul style="list-style-type: none"> <li>a. <u>Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).</u> (X)</li> <li>b. <u>Paint is not peeling, chipping, or cracking.</u></li> <li>c. <u>There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.</u></li> <li>d. <u>Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.</u></li> <li>e. Other:</li> </ul>	
<p><b>6. Structural Damage</b></p> <p><i>There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:</i></p> <ul style="list-style-type: none"> <li>a. <u>Severe cracks are not evident.</u> (X)</li> <li>b. <u>Ceilings &amp; floors are not sloping or sagging beyond their intended design.</u> (X)</li> <li>c. <u>Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed.</u> (X)</li> <li>d. <u>There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components.</u> (X)</li> <li>e. Other:</li> </ul>	
<p><b>7. Fire Safety</b></p> <p><i>The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:</i></p> <ul style="list-style-type: none"> <li>a. <u>The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads).</u> (X)</li> <li>b. <u>Emergency alarms appear to be functional.</u> (X)</li> <li>c. <u>Emergency exit signs function as designed, exits are unobstructed.</u> (X)</li> <li>d. <u>Fire extinguishers are current and placed in all required areas.</u></li> <li>e. <u>Fire alarms pull stations are clearly visible.</u></li> <li>f. Other:</li> </ul>	

8. Electrical (Interior and Exterior)

1. There is no evidence that any portion of the school has a power failure. (X)

2. Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:

a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)

b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.

c. Other

3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:

a. Lighting appears to be adequate.

b. Lighting is not flickering.

c. There is no unusual hum or noise from the light fixtures.

d. Other

9. Pest/Vermin Infestation

Pest or vermin infestation are not evident. Examples include but are not limited to the following:

a. There is no evidence of a major pest or vermin infestation. (X)

b. There are no holes in the walls, floors, or ceilings.

c. Rodent droppings or insect skins are not evident.

d. Odor caused by a pest or vermin infestation is not evident.

e. There are no live rodents observed.

f. Other

10. Drinking Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

a. Drinking fountains are accessible.

b. Water pressure is adequate.

c. A leak is not evident.

d. There is no moss, mold, or excessive staining on the fixtures.

e. The water is clear and without unusual taste or odor.

f. Other

11. Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

a. Restrooms are maintained and cleaned regularly.

b. Restrooms are fully operational.

c. Restrooms are stocked with toilet paper, soap, and paper towels.

d. Restrooms are open during school hours.

e. Other

12. Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)

b. The sanitary system controls odors as designed.

c. Other

13. Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly. Examples include but are not limited to the following:

a. Roofs, gutters, roof drains, and down spouts are free of visible damage.

b. Roofs, gutters, roof drains, and down spouts are intact.

c. Other:

14. Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

a. Significant cracks, trip hazards, holes and deterioration are not found.

b. Open “S” hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.

c. Seating, tables, and equipment are functional and free of significant cracks.

d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.

e. Other

15. Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.

b. Area(s) evaluated is free of unabated graffiti.

c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.

d. Other:

**PART II: EVALUATION DETAIL**

Date of Inspection: \_\_\_\_\_
 School Name: \_\_\_\_\_
 Page \_\_\_\_\_ of \_\_\_\_\_

A R E A	SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	SECTION 6	SECTION 7	SECTION 8	SECTION 9	SECTION 10	SECTION 11	SECTION 12	SECTION 13	SECTION 14	SECTION 15
	GAS LEAKS	MECH/HVAC	WINDOWS/ DOORS/ GATES/FENCES	INTERIOR SURFACES	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	FIRE SAFETY	ELECTRICAL	PEST/VERMIN INFESTATION	DRINKING FOUNTAINS	RESTROOMS	SEWER	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	OVERALL CLEANLINESS
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														



SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
SCHOOL SITE	SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE	
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		

PART III: CATEGORY TOTALS AND RANKING

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	SECTION 6	SECTION 7	SECTION 8	SECTION 9	SECTION 10	SECTION 11	SECTION 12	SECTION 13	SECTION 14	SECTION 15
		GAS LEAKS	MECH/HVAC	WINDOWS/ DOORS/ GATES/FENCES	INTERIOR SURFACES	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	FIRE SAFETY	ELECTRICAL	PEST/VERMIN INFESTATION	DRINKING FOUNTAINS	RESTROOMS	SEWER	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	OVERALL CLEANLINESS
↓	Number of “✓”s:															
	Number of “D”s:															
	Number of “X”s:															
	Number of “NA”s:															
Percent of System in Good Repair Number of “✓”s divided by (Total Areas – “NA”s)																
Rank (Circle One)		GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD
		FAIR	FAIR	FAIR	FAIR	FAIR	FAIR	FAIR	FAIR	FAIR	FAIR	FAIR	FAIR	FAIR	FAIR	FAIR
		POOR	POOR	POOR	POOR	POOR	POOR	POOR	POOR	POOR	POOR	POOR	POOR	POOR	POOR	POOR

Note: An extreme deficiency in any section automatically results in a “poor” ranking for that category and a zero for “Percent of System in Good Repair.”

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 15 CATEGORIES ABOVE →

SCHOOL RATING\* →

\*For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
98%–100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	Exemplary
85%–97.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	Good
67%–84.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	Fair
0%–66.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.	Poor

COMMENTS AND RATING EXPLANATION: