

Program Elements Worksheet for County Preschool Planning

First 5 Power of Preschool (PoP) Criteria*	Assembly Bill 172 Requirements**	County Plan
Target Area		
<p>Demonstration Project to make preschool available through expansion & upgrades to all 4-year-olds within a targeted Power of Preschool “system” – defined as a school district or consortium of districts, a city, or a county.</p> <p>Start in underserved and high-priority communities, including schools with an API score in deciles 1-5.</p>	<p>Pre-kindergarten & family literacy program to be operated in attendance area of elementary schools in API deciles 1-3, based on 2005 Academic Performance Index scores.</p> <p>Preference given to underserved areas (Local Planning Council Priorities).</p>	
Eligibility		
<p>Free to all 4-year-olds, regardless of family income.</p>	<p>Free to children one year prior to kindergarten enrollment.</p> <p>Family income must be under 75% of SMI at time of enrollment. If number of slots exceeds number of eligible children, 20% can be over income with no limit.</p>	
Duration & Linkage to Full-Day, Full-Year		
<p>At least 3 hours per day for the 175-day school year (or an equivalent plan that provides 525 hours over a full year).</p> <p>Preschool will be a viable option for all families by providing connections to full-day, full-year services as needed, supported by a variety of funding mechanisms, such as other non-preschool public funds and/or parent fees.</p>	<p>Part-day: 175 to 180 days, minimum hours not specified.</p> <p>The Superintendent shall encourage participating providers to offer full-day services through a combination of part-day preschool slots & part-day general child care and development programs.</p> <p>Part-day general child care & development</p>	

	<p>programs will operate 246 days per year unless approved to operate less.</p> <p>To facilitate a full day of services:</p> <ul style="list-style-type: none"> (a) Part-day general child care & development programs may operate a full day for the remainder of the year after the completion of the preschool program. (b) To be eligible for child care, a child must meet eligibility requirements at time of enrollment. (c) Unlike State Preschool Program, fees (if any) assessed only at initial enrollment based on income. 	
Settings		
<p>Facilities are licensed (Title 22) & meet regulatory standards for State Preschool Program (Title 5).</p> <p>Services provided in diverse public & private settings, including preschools, centers & family child care networks that meet quality standards.</p> <p>Entry-level standards require providers to achieve an average score of 4.5 or better on the Early Childhood Environment Rating Scale (ECERS) or Family Day Care Rating Scale within 6 months, as determined by a CDE-CDD reviewer, Coordinated Compliance Review, or externally validated scorer.</p>	<p>Same as State Preschool. Facilities are licensed (Title 22) & meet regulatory standards for State Preschool Program (Title 5).</p> <p>Legislation does not limit services to existing State Preschool contractors.</p>	
Content, Curriculum & Learning Standards		
No set curriculum.	No set curriculum.	

<p>Developmentally appropriate curricula with specific learning objectives across developmental domains:</p> <ul style="list-style-type: none"> (a) Early literacy, (b) Visual and performing arts (c) Science, math, physical activity (d) Health/nutrition (e) Social skills/relationship building & group activities. <p>Content, performance standards & program standards aligned with CDE Desired Results system for Children and Families including:</p> <p>Preschool content & performance standards & curriculum articulated with California's K-3 standards;</p> <p>Developmental profiles for purposes of improving instruction;</p> <p>Parent surveys; & Environment Rating Scales</p> <p>Provide transition support for children entering preschool programs & for preschoolers entering kindergarten.</p>	<p>Age & developmentally appropriate activities designed to facilitate transition to kindergarten:</p> <ul style="list-style-type: none"> (a) Educational development, (b) Health & social services, (c) Nutritional services, <p>Program aligned with CDE Desired Results system for Children & Families, including Developmental profiles, parent surveys, & Environment Rating Scales.</p> <p>Plus:</p> <ul style="list-style-type: none"> (a) Interactive learning activities (b) Targeted parenting education: <ul style="list-style-type: none"> Support development of literacy Parent/school communications Parents as active partners in education Referrals to adult education/ESL (c) Provision of family literacy program coordinator, optional for LEAs 	
<p>Program Assessment</p>		
<p>Early Childhood Environment Rating Scale –For Entry Level, provider must have score of at least “4” by averaging all 43 indicators for the ECERS or averaging all 40 indicators on FDCRS. Must receive, at a minimum, an average score of “3” on each of the seven subscales. Within 24 months, must receive an overall score of “5”. Must be externally reviewed.</p>	<p>Same as State Preschool – acceptable score on Early Childhood Environment Rating Scale. Every three (3) years as part of the program compliance review; and Annually as part of the self-evaluation process, center or family child care network will complete the rating. For each environment rating scale completed, the contractor shall achieve a minimum average score of "Good" on each subscale. "Good" is defined as a “5”.</p>	
<p>Child Assessment</p>		
<p>Use Desired Results Developmental Profile as</p>	<p>Same as State Preschool – Desired Results</p>	

<p>framework for setting expectations for children and providing information to improve curriculum.</p> <p>Provide periodic health/developmental screenings (Ages & Stages) to determine if child needs more in-depth assessment & follow-up.</p>	<p>Developmental Profile as framework for setting expectations for children & providing information to improve curriculum.</p>	
<p>Teacher Qualifications</p>		
<p>Commit to a qualified, diverse workforce with a 5-10 year timeframe to reach quality standards. Teachers in Demonstration Projects must, at a minimum, meet State Preschool Standards & Child Development Permit Matrix requirements (e.g., Master Teacher in each classroom with 24 unties of Early Childhood Education or Child Development & 16 general education units)</p> <p>Within 5 years, master teachers must have Bachelor's degree with 24 ECE credits, and assistant teachers must have Associate's degree with appropriate ECE units.</p> <p>Within 10 years, goal is for all preschool master teachers to have a Bachelor's degree & an Early Education Credential (proposed new credential) or Multiple Subject Elementary School Credential.</p>	<p>Teachers must, at a minimum, meet State Preschool Standards & Child Development Permit Matrix requirements (e.g., Master Teacher in each classroom with 24 units of Early Childhood Education or Child Development & 16 general education units)</p>	
<p>Teacher Compensation</p>		
<p>Preschool teachers & staff will be qualified & compensated using, as a minimum, State Preschool Standards & rates in the area, & moving to parity with K/Elementary teacher salaries when qualifications are met.</p>	<p>Contractor determines compensation rates.</p>	

Expenditure per Child/Reimbursement Rates		
<p>Local First 5 PoP expenditures for new, full quality PoP services vary but are typically at least \$5,000 per child.</p> <p>First 5 California grant reimburses local commission or administering entity up to \$350 per upgraded space and \$1,200 for new space meeting full PoP quality standards.</p> <p>Preschool rates will increase incrementally based on improvements in teacher education & compensation to reach parity with kindergarten revenue limits & teacher compensation levels (average revenue limit or annual amount paid per kindergarten student).</p> <p>Tiered reimbursement levels:</p> <p>Entry Level (master teacher & assistant in each class meeting Title 5 educational qualifications for existing State Preschool Program)</p> <p>Advancing (master teacher with Associate's degree)</p> <p>PoP Quality Level (master teacher with Bachelor's degree & assistant with Associate's degree).</p>	<p>Same rate as State Preschool: \$20.30 per day per child.</p> <p>Translates to \$3553 for 175 days to \$3654 for 180 days</p> <p>Full-day services shall be reimbursed at not more than the standard reimbursement rate (SRR) with adjustment factors</p> <p>Plus: \$2,500 per classroom per year for:</p> <p>Program Coordinators Staff development Family literacy services Instructional materials</p>	
Workforce Development		
<p>Implement strategies to recruit, support & train a diverse & qualified workforce with local colleges & universities.</p>	<p>Targeted staff development: (a Pedagogical knowledge/improved instructional strategies</p>	

<p>Staff will participate in professional development to educate children with varied languages & cultures, & children with disabilities & other special needs.</p>	<p>(b) Developmentally appropriate assessments (c) Information on working with families for interactive literacy activities</p>	
<p>Staff-Child Ratios; Group Size; Class Size</p>		
<p>Staff to child & teacher to child ratios meet, or improve upon, State Preschool requirements (3:24) or a research-based alternative (e.g., 2:20)</p>	<p>Same as State Preschool. 1:8 Maximum group size of 24</p>	
<p>Inclusion of Children with Special Needs</p>		
<p>Preschools will provide affirmative inclusion for children with disabilities & other special needs. Provide periodic developmental assessments & screenings, including appropriate identification, treatment & intervention, & supportive services.</p> <p>Each PoP project will use available data to estimate a targeted number (or percentage) of children with disabilities or other special needs to be served. The number should be consistent with and advance current federal regulations, such as Head Start.</p> <p>Provide evidence of agreements with Special Education Local plan Area, County Office of Education or School District, Regional Center, & other agencies that cover implementation of Individuals with Disabilities Act, including IEP, IPP & provision of special education & related services.</p> <p>All facilities are compliant with ADA.</p> <p>Linkages with First 5 Special Needs Project. First 5 Special Needs Project definition for children with disabilities or other special needs: This definition states: <i>The target population is</i></p>	<p>Not specifically mentioned in AB 172, but presumably same as State Preschool</p>	

<p><i>children birth to five years of age who live in communities served by the School Readiness Initiative and who are: 1. Protected by the ADA; or 2. Have or are at risk for a chronic physical, developmental, behavioral, or emotional condition and who require developmental, health, mental health, and related services and/or supports of a type or amount beyond that usually required.</i></p>		
<p>Culturally & Linguistically Appropriate</p>		
<p>Preschools will serve children with diverse languages & cultures, & provide outreach & retention of a diverse workforce that reflects the language & cultural diversity of California's children.</p>	<p>Referral to adult education/ESL</p>	
<p>Comprehensive Services</p>		
<p>Health & social services Parent involvement & education Nutritional services</p>	<p>Health & social services Parent involvement & education Nutritional services</p> <p>Special emphasis on family literacy; see also Curriculum & Learning Standards & Parent Education/Family Involvement.</p>	
<p>Parent Education/Family Involvement</p>		
<p>Preschool programs will invite & support parent involvement in all aspects of program including leadership in program design, implementation, & evaluation.</p> <p>Parent advisory groups will include children with disabilities & other special needs.</p> <p>Meet Title 5 requirement of at least 2 individual conferences with parents per year.</p>	<p>Participating programs must include a parenting education component that:</p> <p>Helps parents provide support for their child's education growth; improves parent-school communication; educates parents on becoming active partners in their child's education; & refers parents to adult education & classes in English as a second language.</p> <p>Meet Title 5 requirement of at least 2 individual</p>	

	conferences per year.	
Evaluation		
<p>Projects must commit to participate in the First 5 CCFC Process & Outcome Evaluation in order to demonstrate benefits to young children that are measurable across developmental domains.</p> <p>Results & measures will include:</p> <p>High quality preschool services using the Desired Results system & other measures such as the ELLCO.</p> <p>Demonstrated progress for participating 4-year-olds using the Desired Results Developmental Profile and other assessments.</p> <p>Improved school readiness success indicators, such as the Kindergarten Entry Profile; and School success continuing through 3rd grade.</p>	<p>CDE shall report at budget hearings the: # of children served in part-day preschool; # of children served above the income eligibility threshold; Age of all children served</p> <p>Subject to the availability of funds allocated in the Budget Act or other statute, the SPI shall conduct an evaluation of the effectiveness of the prekindergarten & family literacy program. If feasible, the evaluation shall:</p> <p>Rely on quantifiable measures of academic achievement of participating children</p> <p>Estimate the costs & benefits of the programs</p>	

From Expanded PFA Demonstration Project Criteria Approved by First 5 California Children and Families Commission in January 2005.

** From Assembly Bill 172, Enrolled, and AB 172 Program Summary, California Department of Education, Child Development Division, September 28, 2006.