

Preschool Expansion Data Summary

Preschool expansion efforts have been supported by First 5 county commissions since early 2005. A survey of statewide First 5 preschool expansion efforts was conducted in order to quantify the collective efforts of the 58 counties that receive First 5 funds. The findings describe the types of preschool expansion activities the counties are investing in, types of preschool settings, plans for the future, and the extent of their community partnerships, including who receives First 5 dollars in local communities.

Key Findings

The following are some of the key findings from the Preschool Expansion Survey. All findings are presented in Attachment 1 as well as responses to the open-ended questions organized by topic areas.

- The reported total amount of spending for fiscal year 2008-2009 for preschool expansion was \$159,657,048 (Mean = \$3,396,958). The reported total amount of spending for infant/toddler care (this does not include other infant/toddler activities such as home visitation) was \$14,953,859 (Mean = \$318,167).

Dollars committed to PS Expansion and Infant/Toddler Care

	Preschool Expansion	0-3 Infant/Toddler care
Total	\$159,657,048	\$14,953,859
Mean	\$3,396,958	\$318,167
Median	\$158,000	\$0
Range	\$0 - \$79,000,000	\$0 - \$4,559,875
Average % of total budget	17%	4%

- On average, counties have committed 17 percent of their total First 5 budget to preschool expansion.
- Among early care and education activities, overall, 87 percent of participating counties are conducting workforce development activities (i.e., CARES or similar stipend program, workshops, partnerships with higher education) and almost three quarters (74 percent) of counties are conducting preschool implementation (i.e., funding new slots, quality enhancements, new facilities). Just over half (53 percent) are implementing infant/toddler care.

Overall Early Care and Education Efforts Statewide

ECE Areas	% of counties doing work in areas
Workforce development	86.8% (46)
Preschool implementation	73.6% (39)
Advocacy and policy change	69.8% (37)
Planning for preschool expansion	64.2% (34)
0-3 infant/toddler care (care and quality enhancements)	52.8% (27)

- For preschool expansion spending, counties allocated, on average, 39 percent of their preschool dollars to preschool implementation (i.e., funding new slots, quality enhancements, new facilities), followed by workforce development at 29 percent (i.e., CARES or similar stipend program, workshops, partnerships with higher education).
- Currently (2008-2009), among the counties that participated in the survey, First 5 funds 13,247 new preschool slots and 12,660 expanded slots. At least 25,907 preschool-aged children in California directly benefit from First 5 preschool investment this year.
- Among the counties that responded to the survey, 36,789 unduplicated, **new preschool** slots have ever been funded by First 5. Additionally, 7,138 unduplicated, **new infant/toddler** care slots have been funded by First 5.

Currently over 25,907 children are enrolled in First 5 funded preschool slots.

First 5 has invested in over 36,750 new, unduplicated preschool slots since 2005.

- Active community partnerships and collaborations are a key component to - what counties have largely described as successful - preschool and early care and education implementation.
 - The nature of the partnerships is diverse and primarily spans preschool planning, preschool expansion and general ECE enhancements.
 - Approximately three quarters of counties partner with their county offices of education (77 percent) and local child care planning councils (74 percent)
 - Approximately two thirds of counties partner with their school districts (66 percent) and local resource and referral agencies (64 percent)
 - Over half partner with non-profit and for-profit private child care providers (58.5 percent) and institutions of higher learning (55 percent).

Percent of Counties that Partner for Preschool Expansion

Community Partners	% (n) of counties that partner
County Office of Education	77.4% (41)
Local Child Care Planning Council	73.6% (39)
School District	66.0% (35)
Local Resource and Referral Agency	64.2% (34)
Non-profit or for-profit community based child care provider	58.5% (31)
Institutions of higher learning	54.7% (29)

- It is important to note that First 5 counties are key funders in their communities.
 - Over half provide funds to their local school districts (57 percent) and county offices of education (55 percent)
 - Over one third provide funding to the local community-based private child care providers (43 percent) and local resource and referral agencies (40 percent).
 - Approximately one quarter provide funding to institutions of higher learning (28 percent) and local child care planning councils (25 percent).

Who Receives First 5 County Funds for Preschool Expansion?

Community partners that receive funds from First 5 County Commission	% of counties that provide funding
School District	56.6% (30)
County Office of Education	54.7% (29)
Non-profit or for-profit community based child care provider	43.4% (23)
Local Resource and Referral Agency	39.6% (21)
Institutions of higher learning	28.3% (15)
Local Child Care Planning Council	24.5% (13)

- Just over one-third (36 percent) of the participating counties reported developing and implementing a number of innovative and effective changes to their local preschool systems. These changes span the areas of outreach and enrollment, workforce and professional development, the integration and/or articulation of early care systems, quality enhancements, special needs and research and evaluation. (All specific responses are listed in Attachment 1.)
- The biggest accomplishment counties discussed achieving since utilizing First 5 funds for preschool expansion was their ability to **fund preschool slots**, including counties that stated they were able to implement free and affordable preschools in their county for the first time and those that were able to fund free preschool slots at the highest level of quality. One county was able to fund 20,000 preschool slots. Other notable accomplishments included,
 - The accreditation of family child care programs as preschools;
 - Documenting positive changes in environment rating scores;
 - Improving preschool teacher salaries and helping them to earn bachelors degrees;
 - The incorporation of pre-K into the traditional K-12 system;
 - Reaching consensus countywide, among diverse delivery systems on one system of reimbursements, quality standards and measuring child outcomes.

Method

Harder+Company and the First 5 Association collaborated to develop an online survey. The survey was distributed by email to all First 5 counties through the executive directors of each county commission. A paper version of the survey was available to all participants as well. Three reminders were sent out to all counties

before the dataset was considered final. SPSS (Statistical Package for the Social Sciences) was used to clean and analyze the data. The data was analyzed utilizing basic statistical techniques.

Survey Participation

The findings represent responses from 53 completed online surveys from 52 counties. Los Angeles County completed two surveys – one representing First 5 Los Angeles and one representing LAUP. This yielded a response rate of 91 percent. Six counties did not complete the survey. Those counties are listed in the table below. The table is organized by the six regions that make up the First 5 Association membership structure.

Participating Counties (N=53)

Counties by Region			
Northwest Region (n=9)	Lassen	Solano	San Luis Obispo
Del Norte	Mono	Greater Sacto. (n=7)	Southern Region (n=9)
Glenn	Nevada	Colusa	Imperial
Humboldt	Plumas	Sacramento	Los Angeles (2)
Lake	Sierra	San Joaquin	Orange
Mendocino	Tuolumne	Stanislaus	Riverside
Modoc	Bay Area Region (n=10)	Sutter	San Bernardino
Shasta	Alameda	Yolo	Santa Barbara
Tehama	Contra Costa	Yuba	San Diego
Trinity	Marin	Central Region (n=7)	Ventura
Northeast Region (n=11)	Monterey	Fresno	TOTAL: 53 participants
Alpine	Napa	Kern	
Amador	San Benito	Kings	<i>Counties that did not respond: El Dorado, Placer, San Mateo, Siskiyou, Sonoma, Tulare</i>
Butte	San Francisco	Madera	
Calaveras	Santa Clara	Mariposa	
Inyo	Santa Cruz	Merced	

Attachment 1: Preschool Expansion Survey Data

Survey Participation

Table 1. Participating Counties (N=53)

Counties by Region			
Northwest Region (n=9)	Lassen	Solano	San Luis Obispo
Del Norte	Mono	Greater Sacto. (n=7)	Southern Region (n=9)
Glenn	Nevada	Colusa	Imperial
Humboldt	Plumas	Sacramento	Los Angeles (2)
Lake	Sierra	San Joaquin	Orange
Mendocino	Tuolumne	Stanislaus	Riverside
Modoc	Bay Area Region (n=10)	Sutter	San Bernardino
Shasta	Alameda	Yolo	Santa Barbara
Tehama	Contra Costa	Yuba	San Diego
Trinity	Marin	Central Region (n=7)	Ventura
Northeast Region (n=11)	Monterey	Fresno	TOTAL: 53 participants
Alpine	Napa	Kern	
Amador	San Benito	Kings	<i>Counties that did not respond: El Dorado,</i>
Butte	San Francisco	Madera	<i>Placer, San Mateo,</i>
Calaveras	Santa Clara	Mariposa	<i>Siskiyou, Sonoma, Tulare</i>
Inyo	Santa Cruz	Merced	

Preschool Expansion Efforts

The following data describes the collective preschool expansion efforts in terms of dollars committed to preschool expansion and infant/toddler care, the distribution of specific preschool expansion efforts and how counties are allocating their preschool expansion dollars.

Tables 2 and 3 show the reported dollars committed to preschool expansion and infant/toddler care for fiscal year 2008-2009. The amounts are not exact, but a close approximation. This is because some counties do not have a specific “preschool budget” per se, but have added up dollars allocated to preschool expansion efforts and infant/toddler care in order to respond to this question.

Table 2. Dollars committed to PS Expansion for fiscal year 2008-2009 (n=47)

	Current Data
Total	\$159,657,048
Mean	\$3,396,958
Median	\$158,000
Range	\$0 - \$79,000,000
Average % of total budget	17%

Table 3. Dollars committed to Infant/Toddler care for fiscal year 2008-2009 (n=46)

Current Data	
Total	\$14,953,859
Mean	\$318,167
Median	\$0
Range	\$0 - \$4,559,875
Average % of total budget	4%

Counties were asked what types of preschool and other early care and education activities they are currently involved in. Early care and education (ECE) activities were divided into five broader categories (preschool planning, preschool implementation, workforce development, policy and advocacy, and infant/toddler) with specific activities listed within each category.

Table 4. Overall early care and education efforts statewide (n=53)

ECE Areas	% of counties
Workforce development	86.8% (46)
Preschool implementation	73.6% (39)
Advocacy and policy change	69.8% (37)
Planning for preschool expansion	64.2% (34)
0-3 infant/toddler care (care and quality enhancements)	52.8% (27)

The following are the specific preschool and infant/toddler (Table 9) activities within the five broad areas counties are participating in and/or funding.

Table 5. Percent of counties involved in planning for preschool expansion (n=53)

Preschool Planning Activities	%(n)
Participating in preschool expansion planning process	39.6% (21)
Funding preschool expansion planning process	37.7% (20)
Conducting needs assessment	22.6% (12)
Developing a preschool master plan	9.4% (5)
Other planning activities	7.5% (4)

Table 6. Percent of counties involved in preschool implementation (n=53)

Preschool Implementation	%(n)
Funding quality enhancements for existing preschool slots (expanded slots)	52.8% (28)
Funding new preschool slots	50.9% (27)
Funding new facilities	18.9% (10)
Other preschool implementation	18.9% (10)

Table 7. Percent of counties involved in ECE workforce development (n=53)

Workforce Development Activities	%(n)
CARES (or equivalent professional development incentive/stipend program)	73.3% (39)
Offer professional development workshops for preschool teachers	62.3% (33)
Formal partnership with community or local colleges with and ECE program	32.1% (17)
Other workforce development	18.9% (10)

Table 8. Percent of counties involved in advocacy and policy change (n=53)

Advocacy and Policy Change	%(n)
Meeting with local policy makers to advocate for early education	50.9% (27)
Hosting round tables/ forums with local partners/potential partners	34.0% (18)
Collaborating with key partners to craft new early education policy	34.0% (18)
Meeting with state legislators to advocate for early education	28.3% (15)
Other advocacy and policy change	3.8% (2)

Table 9. Percent of counties involved in 0-3 Infant/Toddler activities or services (n=53)

0-3 Infant Toddler	%(n)
Funding home visitation services and/or playgroups	66.0% (35)
Funding health coverage enrollment and/or health or well-baby services	60.4% (32)
Funding quality enhancements for infant/toddler care centers	43.4% (23)
Funding infant/toddler center-based care	35.8% (19)
Other infant/toddler	11.3% (6)

Table 10. How are counties allocating funding for preschool activities within their preschool budget? (n=45)

Preschool expansion area	Mean percent of preschool budget	Range
Preschool implementation	38.9%	0%-100%
Workforce development	29.0%	0%-100%
Other	17.0%	0%-100%
Preschool expansion planning	7.4%	0%-100%
Administration	5.0%	0%-31%
Evaluation and research projects	2.2%	0%-10%
Advocacy and policy change	2.0%	0%-20%

Table 10 describes what portion of their “preschool budget” is allocated to specific preschool expansion areas.

Preschool and Infant/Toddler Slots

The following data describe preschool and infant/toddler slots, including number of slots currently funded, number of slots ever funded and the types of slots that are being funded.

Table 11. Number of preschool slots being funded for fiscal year 2008-2009 (n=42)

	NEW Preschool Slots	EXPANDED Preschool Slots
Total number of slots being funded in 2008-2009	13,247	12,660
Mean	315	362
Range per county	0 – 5,100	0 – 3,000

Table 12. Percent of counties that fund preschool types

Types of slots being funded	% of counties
State Preschool	37.7% (20)
Private Preschool	26.4% (14)
Head Start	22.6% (12)
Other	18.9% (10)

Table 13. Number of new early care slots ever funded by First 5 (unduplicated) (n=43)

	NEW Preschool Slots	NEW Infant/Toddler Slots
Range per county	0 – 20,000	0 – 5,000
Total number of slots ever funded	36,789	7,138

Table 14. In the next 3 years, how many slots are planned for funding? (n=43)

Range of slots for future funding	%
0	32.6%
1 – 49	23.3%
50 – 99	2.3%
100 – 499	16.3%
500 – 999	0%
1000 – 4999	20.9%
5000+	4.7%

Table 15. Has the county developed a countywide preschool master plan? (n=53)

	% (n)
Yes	45.3% (24)

Table 16. Will First 5 county commission make any significant changes to preschool investment? (n=53)

	%(n)
Yes	24.5% (13)
→ Positive changes (increased funding, policy change, new partnerships)	61.5% (8)
→ Negative changes (decreased funding, losses of funding, unable to replace State match)	38.5% (5)

Table 17. Most important investment state entities can make

Types of investment	% of counties
Universal preschool	30%
Improve preschool quality/standards	24%
Workforce and professional development	15%
Infant/toddler child care	12%
Other	12%
Increase preschool slots	6%

First 5 Preschool Community Partnerships Findings

The following data describe the types of partnerships that First 5 county commissions have developed in their planning and development of preschool expansion within their counties.

Table 18. Percent of counties that partner for preschool expansion (n=53)

Community Partners	% (n) of counties that partner
County Office of Education	77.4% (41)
Local Child Care Planning Council	73.6% (39)
School District	66.0% (35)
Local Resource and Referral Agency	64.2% (34)
Non-profit or for-profit community based child care provider	58.5% (31)
Institutions of higher learning	54.7% (29)
Non-profit or for-profit research organizations	30.2% (16)
Business or business groups (including Chambers of Commerce)	28.3% (15)
Other partners	11.3% (6)

As Table 19 shows, the nature of the partnerships is diverse and primarily spans preschool planning, preschool expansion and general ECE enhancements.

Table 19. Nature of community partnerships (n=53)

Community partners (% of counties that partner)	Types of Partnerships			
	Planning for PS Expansion	Infant/toddler Care	Preschool expansion	General ECE Enhancements
County Office of Education (77.4%)	50.9%	22.6%	43.4%	58.5%
Local Child Care Planning Council (73.6%)	39.6%	18.9%	43.4%	32.1%
School District (66.0%)	52.8%	22.6%	20.8%	41.5%
Local Resource and Referral Agency (64.2%)	35.8%	28.3%	26.4%	50.9%
Non-profit or for-profit community based child care provider (58.5%)	30.2%	24.5%	34.0%	34.0%
Institutions of higher learning (54.7%)	34.0%	9.4%	20.8%	39.6%
Non-profit or for-profit research organizations (30.2%)	24.5%	3.8%	9.4%	7.5%
Business or business groups (including Chambers of Commerce) (28.3%)	15.1%	3.8%	7.5%	13.2%
Other partners (11.3%)	5.7%	3.8%	3.8%	1.9%

Table 20. Who do First 5 counties fund for preschool expansion? (n=53)

Community partners that receive funds from First 5 County Commission	% of counties that provide funding
School District	56.6% (30)
County Office of Education	54.7% (29)
Non-profit or for-profit community based child care provider	43.4% (23)
Local Resource and Referral Agency	39.6% (21)
Institutions of higher learning	28.3% (15)
Local Child Care Planning Council	24.5% (13)
Research organizations	20.8% (11)
Business or business groups (including Chambers of Commerce)	3.8% (2)
Other partners	3.8% (2)

In-depth responses: How have county preschool programs benefited from First 5 funds?

The following are responses to in-depth open-ended questions that were asked on the survey. The responses were organized into themes.

1. Has your county commission developed and implemented any innovative preschool system changes or contributed to making any major policy changes in your expansion efforts? (n=19)

Outreach and Enrollment

- LAUP (Los Angeles Universal Preschool) employed various activities to outreach to families and increase enrollment in PoP communities. A total of 1,754 calls from listeners and readers were received by the call center in response to English and Spanish language radio and print ads. LAUP also supported providers with enrollment through a special task team called the “Enrollment Team”, made up of representatives from various departments within LAUP. This team offers providers an array of enrollment techniques, services, and knowledge in community outreach, marketing and communications through on-site trainings. Enrollment workshops were also conducted. In addition, LAUP staff provided marketing materials to assist providers in reaching out to their neighborhoods and communities.
- Key marketing/advocacy materials developed including: local fact sheet; key talking points/messaging; presentation to businesses; website and marketing materials for parents. Also, “focus groups” held with 8 business/community leaders to inform future messaging and engage key leaders. (*Ventura*)

Workforce/Professional Development

- Mental health consultation to preschool teachers (for children with behavior problems). (*Monterey*)
- First 5 Yuba funded a licensed provider accreditation project assisting family and center-base care through the accreditation process.
- Articulation project convened faculty from all local community colleges and two 4-year institutions, resulting in alignment of curriculum and student learning objectives for 8 ECE courses. (*Ventura*)
- 80 percent of Santa Clara County’s early educators participated in the CARES system. We use early educator’s CARES-verified educational qualifications to determine PoP quality level, and PoP early educators benefit from professional development supports offered through CARES.
- LAUP’s efforts towards supporting children who are English Language Learners (ELL) include providing professional development opportunities to increase the knowledge, skills, and abilities of LAUP providers and staff. A four-day professional development institute for teachers, coupled with a two-day training for trainers (LAUP coaches), were designed to help disseminate information and promote best practice throughout the LAUP network.
- Through the Workforce Initiative (WFI), LAUP awarded six 3-year grants to collaborations of community colleges, universities, and feeder high schools to develop programs that promote entry, retention and advancement in the field. Services and activities provided by the grantees include: (a) dedicated advisement, tutoring, and mentoring services; (b) campus tours and transfer assistance; (c) flexible and innovative course offerings; (d) financial assistance and scholarships; and (e) subsidies for tuition, books, child care and transportation.

Systems Integration

- First 5 San Joaquin preschool programs are using the CEL (Central Eligibility list) in 2008-09. First 5 San Joaquin funded the CEL start up and design.
- Many First 5 San Joaquin preschool programs are operated through school districts. Some are integrated within school districts. Many participating school districts have incorporated pre-K into the traditional K-12 system.

Many school districts have also opened district school readiness departments as a result of funded preschool expansion efforts.

- Santa Clara County Power of Preschool is embedded in a System of Care providing screening, home visitation and therapeutic services in addition to high quality early education. This year we screened all PoP-enrolled children, > 700, using the ASQ. About 30% of children screened were red-flagged for further assessment and follow-up.

Quality Enhancements

- Ongoing on-site technical support for quality enhancement. (*Monterey*)
- First 5 San Joaquin funds the local Family Resource and Referral to conduct third-party ERS (Environment Rating Scale) assessments. All staff were trained and meet reliability standards. The project utilizes the ERS Database to conduct the assessments.
- In Yolo County, First 5 has funded the Quality Enhancement Project since 2003. This is a system of support to private programs throughout the county offering onsite TA, child development resources and observations, access to a family inclusion specialist to assist families with children with special needs, a toy lending library, environment ratings of each site and mini-grants to purchase items that directly increase those ratings.
- This summer, FIRST 5 Santa Clara County, E3 Institute, and Arts Council Silicon Valley collaborated with San Jose Unified School District, Head Start and General Child Care to pilot a summer arts kindergarten transition program, with plans to implement the program across all PoP sites in the future.

Special Needs

- Preschool inclusion programs (*several counties*)
- During the 2007-2008 fiscal year, LAUP also had eight sites participate in the Inclusion Demonstration Project. This demonstration project sought to increase the number of children with special needs served by LAUP providers and to expand awareness, knowledge, and implementation of inclusion strategies and practices throughout LAUP's provider network. A Special Needs Specialist provided ongoing coaching to teachers and opportunities for additional training and resources. LAUP's Quality Support coaches worked with all providers to develop Quality Improvement Plans (QIP) in the area of inclusion, upon the request of the provider. Additionally, LAUP develop an inclusion manual based on research of best practices in the area of inclusion of children with special needs. LAUP also coordinated 4 trainings which included the following topics: (1) inclusion best practices using the LAUP manual, (2) behavior management, (3) speech and language, and (4) autism.

Research and Evaluation

- Longitudinal studies (*San Joaquin, Santa Clara*)

Other

- Commission participates in Constructing Connections Facilities Development & Advocacy, and Economic Development Committee promoting value of early care and education for local economy. (*Calaveras County*)
- Through convening of local providers and business representatives, (it was) determined that "employer sponsored child care" represents most likely opportunity for current expansion (*Ventura*)

2. In your preschool expansion efforts what has been your biggest accomplishment to date?

(n=24)

Funding Preschool Slots

- Implementing state preschool in the county for the first time (*San Benito*)
- Funding Smart Start for 7 years with data showing the children entering kinder at about the same level as their peers (*Sutter*)
- Created an affordable center based pre-school program (*Riverside*)

- 3,539 new, free, quality preschool spaces have been made available through First 5 San Joaquin preschool expansion. In addition, partnering with school districts, community-based organizations, and private providers to offer preschool in unused K-8 classrooms in low API school attendance areas.
- Funding 20,000 preschool slots. (*Calaveras*)
- Children able to attend preschool that would not have been able to due to lack of funds within the family. (*Trinity*)
- Having preschools in three parts of the County. All three sites have buildings, staff, and school readiness curriculum and resources. All are free and full --16-18 children at each site with a waiting list. Needs Assessment showed that preschools were sorely needed in Mariposa County--there would be none without First 5 dollars.
- Funding slots with varying income eligibility for the working poor who don't qualify for Head Start or State Preschool. (*Madera*)
- Funding Parent Cooperative and Bilingual preschool services in rural areas previously unserved. (*Calaveras*)

Quality Enhancements

- Accreditation of more than 50 ECE programs - most family child care (*Contra Costa*)
- Best accomplishments come through commission's mini-grant program. The bulk of the mini grants directly improve the child care environments in family child care homes as well as preschools. (*Lassen*)
- There has been a shift in funds available to school districts to support expanded and enhanced early care and education experiences and specifically preschool. These districts have worked with Commission to leverage AB 172 funds and plan the investment of local resources to ensure that these programs are comprehensive and include family supports and school nurses to promote healthy development. (*Orange*)
- Organizational capacity: Early education programs in PoP now screen all children with the Ages and Stages Questionnaire (ASQ), use the Desired Results Developmental Profile –Revised (DRDP-R) to inform curricula and individualization, and use Environment Rating Scale (ERS) self-assessment as a basis for continuous quality improvement. See below for three examples of impacts of Santa Clara County PoP.
- Quality Enhancement Planning: Head Start of Santa Clara and San Benito Counties will be implementing the E3 PoP Quality Enhancement Support Team (QuEST) model for Quality Enhancement Plans (QEPs) with all 57 of their classrooms starting in academic year 2008-09, due to the success of implementing the QEPs in three Head Start PoP sessions during 2007-08. This is a major structural change affected by PoP through the QuEST model, impacting Head Start's capacity for providing high quality preschool based on teacher ERS self assessment and targeted goal-setting.
- Preschool Redesign for Highest Quality: St. Elizabeth's Day Home, a community-based Power of Preschool Partner, attributes significant quality improvement to Power of Preschool, improvement not only to the PoP classroom, but to the infrastructure of the entire organization: leadership, staff hiring requirements, professional development, teacher evaluation, daily program schedule and structure, child screening, and curricula.
Curricula: The director of St. Elizabeth's Day Home, revised and realigned the preschool curriculum and activity plans process and structure to map to the Preschool Learning Foundations, Desired Results Developmental Profile –Revised (DRDP-R), Environment Rating Scale, Pre-kindergarten Learning & Development Guidelines, and National Association for the Education of Young Children (NAEYC) standards/indicators. The administrator attributed this change to connections made and resources obtained through PoP, especially in-depth information about preschool quality indicators and related measurements.

Professional Development

- The ability to have 80 percent of our current workforce PFA-ready with BA degrees and to have over 35 newly accredited centers under NAEYC guidelines. In addition, out of 15 elementary districts in our county, 8 have adopted preschool expansion efforts into their Master Plans or Program Improvement efforts. (*Santa Barbara*)
- Preschool expansion efforts have led to a sense of professionalism and school readiness responsibility in the ECE workforce. This has resulted in higher ERS scores and staff retention. (*San Joaquin*)

- Early Educator Salary Scale: The Mountain View Whitman School District has restructured the district wide preschool teacher salary schedule based on the child development permit matrix, a change the preschool administrators attribute to PoP. Teacher permit levels have been identified and associated with a salary scale that reflects the level of certification, which is modeled after the PoP quality levels. In addition, teachers' work hours have been adjusted as a result of PoP requirements. Previously, a full-time teacher was scheduled to work seven hours per day, which did not include course preparation time. Now teachers at the district teach three hours in the morning and 3.5 hours in the afternoon, allowing one half hour of preparation time per day. (*Santa Clara*)

Systems Change

- Participating school districts have incorporated pre-K into the traditional K-12 system. PreK is articulated with Kindergarten programs which eases the transition into Kindergarten. (*San Joaquin*)
- First 5 Sacramento funded the Preschool Bridging Model Pilot program in 2006 which provides workforce development services to providers, increases the quality of care/environments, and bridges the private child care providers and the public school system. The program currently serves 13 school districts, 100 classrooms and 1000 children.
- Systems-level: Administrators from State Preschool in 3 districts, Head Start, General Child Care, community-based centers and Family Child Care Home come together quarterly to work through systems-coordination issues around child screening, quality enhancement, and workforce development, among others. (*Santa Clara*)
- Development of a Countywide PAI Master Plan. (*Madera*)

Other

- Receiving cash contributions from Mammoth Early Care and Education Collaborative Members, both public and private, to fund the Schematic Design phase of the project. (*Mono*)
- More children are screened earlier for special needs and intervention services. (*San Joaquin*)
- Approval of countywide expansion plan. (*Lake*)
- Documented, empirical improvements in the school readiness of children. (*Stanislaus*)

3. Given how the preschool expansion arena continues to shift and reshape itself, do you have any thoughts or suggestions on how the First 5 Association can best support your local preschool expansion efforts in the next 2 years? (n=14)

- Help to resurface all the data and research that helped to spark the universal preschool movement 3 years ago. The buy-in was there from the public, there was just opposition to the tax. Connect the dots for people that to support the economic stimulus package and provide jobs, universal preschool needs to be included.
- Provide professional development for preschool teachers/aides on how to develop a high-quality preschool that ties to the DRDP-R
- Keep local Commissions informed of opportunities to support the effort.
- Help ensure small counties receive augmentations
- Water coolers are successful
- Statewide Evaluation of PoP Program Models; ERS Support
- Assist local commissions in sustainability planning to address transitions when First 5 CA dollars end for State School Readiness programs.
- Continue to bring together F5 county staff and facilitate discussions, share best practices and develop recommendations. Continue to share updates on policy changes and state direction. Support efforts to include pre-K in K-12 systems, such as data systems (SSID) etc.
- continue preschool learning exchanges

- Continue to advocate for funding and standard for quality preschool at the state and national level. - Continue convening meetings of counties demonstrating preschool quality enhancement to address topics/functions below. - Share emerging findings from county evaluations - Continued collaboration/communication across counties - Exchange/leverage resources
- Yes, show us the money.
- School Readiness is important funding for our preschool/childcare development. Continuing School Readiness funding into the Legacy Programs would be helpful.
- Continue to provide the School Readiness State match and provide resources for teachers. Providing excellent preschools free allows all parents to enroll their child and give them the tools they need to be successful in school. The quality of our First 5 preschools is outstanding and what a needed and appreciated venture for all parents.

4. Other comments

- E3's experience with other districts has shown that it is very difficult to adjust an early educator salary scale to match compensation based on child development. In addition, with the current state budget crisis and economic downturn, it is extremely difficult to maintain current resources for teachers, let alone expanding these resources and allocating them to the early childhood educators.